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DEPARTMENT OF EDUCATION, S. D. A. BULLETIN No. 1

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TEACHERS' READING COURSE

FIRST YEAR

AUTHORIZED BY THE DEPARTMENT AT ITS FIFTEENTH
MEETING, HELD AT COLLEGE VIEW, NEBRASKA,
MARCH 8, 1911

FIRST PUBLISHED AS A SERIAL IN THE MAGAZINE
CHRISTIAN EDUCATION, VOLUME THREE



ISSUED BY
DEPARTMENT OF EDUCATION
OF THE
GENERAL CONFERENCE OF SEVENTH-DAY ADVENTISTS
TAKOMA PARK, WASHINGTON, D. C.

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Teachers' Reading Course

First Year

Part I: Book, "Education," by Mrs. E. G. White

THE questions, directions, and notes, with the cross-references, are designed only as aids to the teacher in getting the most out of his reading, and will be made the basis for the general review at the close. The following plan of procedure is suggested:—

1. Determine to read always with entire concentration of mind.
2. Read the chapter through continuously.
3. Reread the chapter, pausing for reflection on important points.
4. Test yourself by means of the questions and directions.
5. Use a note-book at your pleasure, but especially for recording new and burning thoughts.

It is understood that this is a reading course, but no teacher should be satisfied till he can give an intelligent digest of each chapter as he progresses. The questions and directions are intended as an aid to this end. No one is *required* to write answers to the questions, but the one who does will get the most out of the work. In certain places the direction is to write or make a list; in these cases the writing should be done. The least one can do in using the questions is to answer them definitely to himself, whether he writes all his answers or not.

Directions: Go through the book and number (with Roman numerals) all the chapter headings (not including divisional headings). You will find thirty-five chapters in the book.

Number the paragraphs in each chapter with Arabic numerals. In the first you will find eighteen.

Cross-references are given simply by numerals; as V, 2, 3, meaning chapter five, paragraphs two and three. References to paragraphs in the same chapter are given merely as par. 4, par. 11, etc. You will find this reference plan useful in your note-book and for future use. Cf. = compare.

September-October

Assignment: Chapters I-VI, designed to cover the months of September and October. The first assignment is somewhat short in *pages*, but since it contains the foundation principles for the rest of the book, the outline is quite full, and thorough work should be done.

CHAPTER I

Source and Aim of True Education

1. Define the education which is here described as having too narrow and too low a range. Contrast with this the scope of "true education." To which kind of education, then, does the stigma "narrow" properly belong? Which is in reality a "liberal education"?
2. Does a right understanding of the truth that in Him are hid *all* the treasures of wisdom and knowledge, broaden or narrow our idea of education? Show how.
3. To what extent may we accept and use the teachings of the world's great thinkers?

TEACHERS' READING COURSE

4. Differentiate three current uses of the term "higher education." Note 1.
5. What is God's educational message to mankind? Expound its meaning.
6. Name the four things to be considered in order to understand the work of education. Note 2.
7. Note the elements included in the summing up (par. 9) of the object of education. Compare this with your own definition of the "narrow" conception of education. Par. 1.
8. What striking definition of love to God is given in paragraph 10? Is love toward God a *feeling* or an *experience*?
9. What social direction does love toward God take? What bearing does this have upon the "highest culture of every faculty"? Give a twofold definition of "culture" in true education.
10. What is the first step in true education?
11. What power is it the work of true education to develop?
12. To what should the study of youth not be confined, though including it? Cf. par. 3.
13. Enumerate the results of true education when its first object is properly accomplished.
14. What is the goal of God's ideal for his children? How much does this object include?
15. How is the work of the true educator characterized, and what is his compensation? Compare this with the work and compensation of the secular teacher. Note 3.

CHAPTER II

The Eden School

1. Outline briefly the ideal school according to God's original plan, as developed in this chapter.
2. In this plan what took the place that should now be given to the Word of God?
3. What was the chief study in the first school? What rank should it occupy now? Note 4.
4. What was the function of "useful occupation"? What should it be now?
5. What was the highest pleasure of the students?
6. Show the original identity of the terms "home" and "school" and "church." Cf. V, 1, 2, 33.

CHAPTER III

The Knowledge of Good and Evil

1. How did the knowledge of evil come into the world? In what did this evil consist? What was its effect upon the mind? upon the earth? upon animal creation?
2. Why were Adam and Eve not allowed to remain in Eden? What service could nature under the curse render to fallen man that Eden in its perfection could not?
3. How could man regain his lost estate? How is this restoration constantly illustrated in nature?

CHAPTER IV

Relation of Education to Redemption

1. In what condition does sin leave a man? Pars. 1, 3.
2. Through what means only does man have a perception of right, a desire for goodness?
3. What conflict of forces is constantly at work in man's nature? What is the true relation of educational effort to this conflict?
4. What standard does the true teacher set for himself? Does the higher standard always include the lower?
5. How only may the teacher lead the student to the source of wisdom?
6. Has the Creator's plan of education changed? Have the principles of education changed?

CHAPTER V

The Education of Israel

1. Outline God's original plan of education. How long did it continue? What results followed departure from it?

2. What manner of life was followed by God's loyal servants? What were its advantages?
3. Why was God's plan modified for the Israelites? What was its fundamental aim? (Cf. I, 12.) By what means did God seek to accomplish this end?
4. Enumerate the various ways in which God sought to reveal himself to his people.
5. Specify the uses which the tabernacle served in the education of Israel.
6. How were the Israelites taught the importance of organization and order?
7. For what twofold purpose were sanitary regulations enforced?
8. What principle governed the regulation of the diet?
9. Specify how and to what ends music and song were employed.
10. To what place of esteem among other nations did God promise to bring his people? On what condition?
11. Point out the pedagogical principles observed in true education, as God's method provided.
12. What ends in education were accomplished through the annual feasts?
13. Enumerate the sound business principles in which the people were educated. In what two ways were God's ownership recognized?
14. How was the education of Israel transmitted to the children?

CHAPTER VI

The Schools of the Prophets

1. Give the reasons why God's plan of education was not fully carried out in Israel.
2. Define "heathen." Define "prophet." Give their modern equivalents.
3. What called into existence the first schools separate from the home? Specify the purposes these schools were intended to serve.
4. What were the three entrance requirements for students?
5. What four qualifications did the teachers possess?
6. How did the students and teachers support themselves?
7. What was the attitude toward useful labor? Note 5.
8. Mention the various things taught in the schools of the prophets.
9. Trace the influence of these schools in elevating the nation of Israel to the zenith of its glory.
10. Trace the causes of Israel's downfall. How did Israel's failure affect God's plan in education?

Notes

1. It is important to understand and keep in mind three distinctions in the use of the term "higher education: " (1) Advanced education, in contrast to elementary and secondary education; (2) that which enters the field of Higher Criticism and seeks to revise commonly accepted or well-established views; (3) that which has to do with man's highest nature, the spiritual.
2. These four things are: (1) The nature of man (originally) — godlike in every respect; (2) God's purpose in creating him — by the law of development to reflect the glory of the Creator more and more fully; (3) the change in man's condition — the divine likeness marred; (4) the purpose of God unchanged, though his plan was necessarily adapted to the new conditions.
3. By "secular" is meant that which pertains to this life only. The secular teacher and the secular student are those whose aims in education are confined to the world that is, while true education includes in its scope also the world to come.
4. In the days of Eden God's word was communicated orally (II, 4). Supplementary to this was the revelation of the Creator in the book of nature. Doubtless the oral instruction often pertained to the secrets and wonders of God's handiwork. Now we have the word of God in written form. While the Bible was given primarily to teach man the way of salvation, it also serves as a guide in interpreting nature. Nature was the chief lesson book in Eden; it should stand next to the Bible now, as it throws much light upon the interpretation of the written word.
5. "It was a rabbinical principle that whoever does not teach his son a trade is as if he brought him up to be a robber. All the rabbinical authorities in Christ's time and later were working at some trade. Hillel, Paul's teacher, was a wood-cutter, and

his rival, Shammal, a carpenter. It is recorded of one of the celebrated rabbis that he was in the habit of discoursing to his students from the top of a cask of his own making, which he carried every day to the academy."— *Vincent*.

Part II: Book, "Way-Marks for Teachers," by Sarah Louise Arnold¹

One great value of this book, especially to young teachers, lies in the fact that the author takes you with her into the class-room. She is teaching a real lesson, and children are reciting. It is not visitors' day, however, and the lessons you hear are every-day lessons.

GENERAL TOPIC—NATURE STUDY

I. Purpose and Plan. Assignment, pages 9-30

1. What far-reaching results accrue to the teacher who "is clear-sighted in her recognition of the purpose of her work"? Note 1.
2. How can one, in teaching the common subjects of arithmetic, reading, and language, set before the children a high ideal? (Use each subject to illustrate.)
3. What place has nature study in the complete education which develops in the child the power "to live well the life which is in him, and to run well the race which is set before him"?
4. What four things are developed in nature study, and why are they placed in the order mentioned?
5. How can knowledge that increases capacity for enjoyment be made useful in the highest sense of the word?
6. Where shall we select the first material for nature study?
7. Note how important is the development of "expression" in this study, as opposed to "vague chatter," and how this aids in language study. Note 2.
8. What method should the teacher follow that the student may acquire use of the technical terms necessary?
9. Fix in your mind the steps to be taken in working out the method—"Get, see, and say."
10. Why is the question, "What about the aster?" utterly lacking in our efforts to gain the desired result that the child should "see through his own seeing"? Note 3.
11. What are the benefits gained in having the child draw the object under observation? What is the primary thing which should be sought for in the drawing? Note 4.
12. How may these immediate observations be used to bring him into touch with good authors? Note 5.
13. How can the teacher avoid monotony as the lessons in nature study continue week after week?
14. What natural method is suggested in the use of technical terms?
15. What advantage is there in having the children keep records of their observations?
16. In answer to the question, "How can I prepare myself for these lessons?" study the answer given until every point stands out clearly in your own mind.

II. Lesson on Plants. Assignment, pages 30-79

1. Observe that no necessary detail is allowed to escape the notice in the models given, such, for example, as the study of the green pea or the apple.
2. Under the topic, "October Lessons," why was the goldenrod one of the flowers chosen?
3. When the teacher asks the pupils to bring material for Monday's nature study lesson, what part has she to perform?
4. What part should Friday play in nature study?
5. How may as good or better results be obtained by using the material of the common things round about us, rather than the exotic or rare?
6. In "A Spring Lesson" observe the part the children take, and the practical result as shown in the climax, where "Willie Lando retired with great dignity and sense of responsibility."

¹ Published by Silver, Burdett & Co., New York, Boston, and Chicago. Price \$1.25.

7. Study with care the "Description of Plants by Children in Primary Grades." Put these lessons to a test in your own class-room. Choose suitable subjects, and give them to your pupils, then compare the results with the models given on pages 60-80. Note 6.

Notes

1. "All good schoolmasters know that behind school studies and cares is the still greater task of developing manly and womanly character. Perhaps, however, this is too high and sacred a thing to formulate. Perhaps in the attempt to reduce it to a scientific form we should lose its spirit. Admitting that strong moral character is the noblest result of right training, is it not still incidental to the regular school work? Perhaps it lies in the teacher and his manner of teaching subjects, and not in the subject-matter itself nor in any course of study.

"This is exactly the point at which we wish to apply the lever and to lift into prominence the moral, character-building aim as the central one in education. This aim should be like a lodestone, attracting and subordinating all other purposes to itself. It should dominate in the choice, arrangement, and method of studies."—*C. A. McMurry.*

2. F. McMurry says, "It is only by associating thoughts closely that a person comes to possess them securely and have command over them."

3. Do not fail to grasp, in this connection, the author's important statement, "Orderly arrangement of the questions will lead to orderly observation and complete description."

4. This question is more fully answered under the question, "How much written work would you require?" pages 25, 26, where it is summed up in the words, "Do not aim at picture-making, but at a truthful representation of form, size, and structure."

5. It is refreshing, in this age of fiction and fairy tale, to see with what care the author has chosen the best writers. In this place, as well as in her references further, and in the book, it is instructive to note the care used in giving appropriate illustrations.

6. If you have any other author on methods which include nature study, such as Roark's "Method in Education," it can be read with profit in this connection. See also, "Object Lessons," chaps. 10, 11.

November-December

Part 1: Book, "Education," by Mrs. E. G. White

Assignment: Chapters VII-XII, designed to cover the months of November and December.

CHAPTER VII

Lives of Great Men

1. Outline the life story of each of the five great men named here, on the general plan of the sample one of Joseph in Note 6.
2. What is the world's greatest want? How only can it be supplied?
3. What perception and resolve should seize every youth to-day?

CHAPTER VIII

The Teacher Sent From God

1. In the sending of a teacher to the one fallen world, what standard was observed?
2. Before appearing in human form, what work had the Master Teacher already done in the earth?
3. What was his purpose in coming personally into the world?
4. Sketch briefly but pointedly the conditions in society at the coming of the Teacher sent from God.
5. What was the only hope for the race?
6. In what specific ways did Christ seek to bring this hope to fruition?
7. Show how Jesus' own education followed the divine plan.
8. Mention the four Heaven-appointed sources of education.
9. What was the relation of Jesus' teaching to his life?
10. In what light did he look upon humanity?
11. What was his greeting to the human family?
12. Show how he discriminated in his teaching between the essentials and the non-essentials to his mission.
13. How far-reaching was his teaching?
14. Show where all true educational work centers,

TEACHERS' READING COURSE

CHAPTER IX

An Illustration of His Methods

1. Point out ten essentials to successful Normal work as illustrated in Jesus' teaching and training of the twelve disciples. Note 7.
2. Characterize John, Peter, and Judas as distinct types, and point out how Jesus dealt with each.
3. What strengthened the disciples at Christ's ascension?

CHAPTER X

God in Nature

1. In what definite ways does nature testify of God?
2. How are the laws of human life related to those of nature in general?
3. Wherein does nature need an interpreter?
4. Show the importance of early contact of the child with nature.
5. Of what value is nature's teaching to older persons?
6. In what way only can the foundation of true education be most firmly and surely laid?

CHAPTER XI

Lessons of Life

1. How did our Master Teacher exemplify the value of illustration in teaching?
2. Cast the gist of each lesson of life in this chapter into three sentences, the first pointing out the lesson taught; the second, how it is illustrated; the third, its application. Note 8.

CHAPTER XII

Other Object-Lessons

1. Treat each object-lesson in this chapter as you did the lessons of life in chapter XI.

Notes

6. Here is a suggestive outline of the life story of Joseph: —

JOSEPH

I. Facts in His Career

1. Early separated from home.
2. Carried captive to heathen land.
3. Subject to great changes of fortune.
 - a. Tenderly cherished at home.
 - b. Slave, then confidant in Potiphar's house.
 - c. A man of affairs, educated by —
 - (1) Study.
 - (2) Observation.
 - (3) Contact with men.
 - d. Prisoner in Pharaoh's dungeon.
 - (1) Condemned unjustly.
 - (2) Without hope of vindication or release.
 - e. Called to leadership of Egypt —
 - (1) When unequalled in civilization, art, and learning.
 - (2) At a time of utmost difficulty and danger.
 - f. Administered affairs wisely, and so —
 - (1) Won Pharaoh's confidence.
 - (2) Was made premier of Egypt.
 - (3) Became one of the greatest statesmen of history.
4. Preserved his integrity.

II. Secrets of His Greatness

1. True education in his childhood.
 - a. Taught love and fear of God.
 - (1) Was often told stories —
 - (a) Of his father's night vision at Bethel.
 - (b) Of his father's conflict by the Jabbok.
 - (c) Of Isaac and Abraham and Noah and Adam.
 - b. Taught useful labor.
 - (1) Tended his father's flocks.
 - (2) Carried food and messages to his brother shepherds.
 - c. Lived a pure and simple life.
 - (1) Developed physical and mental power.

- d. Communed with God —
 - (1) Through nature.
 - (2) Through study of truths taught by his father.
- 2. Grew in strength of mind and firmness of principle.
- 3. In the crisis of his life,—
 - a. Remembered his father's God.
 - b. Remembered the lessons of childhood.
 - c. Resolved to prove true.
 - d. Was steadfast amid world's greatest attractions.

III. Lessons From His Life

1. Begin education early.
 2. Let the parent be the first teacher.
 3. Apply faithfully the principles of true education.
 4. Do much oral story work on Bible characters.
 5. Repeat these stories frequently.
 6. Tell of personal struggles and victories.
 7. Train in useful labor.
 8. Inculcate habits of simplicity, cleanliness, and purity.
 9. Teach lessons from nature assiduously.
 10. Anchor the child to faith in the Unseen and loyalty to God.
7. In his teaching, Jesus not only exemplified the true principles of pedagogy, but in preparing the twelve disciples to become teachers he illustrated the best methods in Normal work. Among these the following ten essentials may be noted: —
1. He chose them with the avowed purpose of making them teachers (fishers of men).
 2. Chose men of natural ability, teachable spirit, and of widely varied types of character.
 3. Kept them in constant personal association with himself.
 4. Taught them under a great variety of circumstances, but inculcated unity of spirit and aim.
 5. Made them observers when he taught the multitude.
 6. Held conferences with them afterward.
 7. Gave them practise, under observation, in teaching others what he taught them.
 8. Later sent them out alone to teach for a season.
 9. Held conferences with them on their return.
 10. At the end of a three years' course gave them their commission (credentials).
8. The teacher will not only find it excellent practise to prepare this digest, but the results of such a careful study of these lessons of life will prove invaluable. Follow this general plan: —
- LESSON TAUGHT.— The law of life is a law of service.
- ILLUSTRATION.— The Father, Christ, and the angels minister life and salvation; all the things of nature — air, sunshine, animals, plants, streams — minister to our world's sustenance and happiness.
- APPLICATION.— God's grace received and dispensed recompenses all who become its channels to the world.

Part II: Book, "Way-Marks for Teachers," by Sarah Louise Arnold

It was mentioned in the September-October outline of this book, that one great value, especially to young teachers, lies in the fact that the author takes you with her into the class-room. In lesson 3 this is well illustrated. The teacher should read very carefully the model lesson given, making special note that the manner in which the subject is brought before the pupil is such as to excite systematic study. Two great benefits come to the child when this method is successfully used: first, the foundation is laid in intelligent observation; second, the relations which exist between the parts that constitute the whole are noted (e. g., why the cat has feelers sensitive to touch, tongue with rough surface, claws that can be sheathed, cushioned feet, etc.).

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GENERAL TOPIC—NATURE STUDY

III. LESSONS ON ANIMALS. Assignment, pages 80-105

1. If you are not familiar with the experiments named by the author, you should carry out some of them, that you may be prepared to do them properly before your class. Note 1.
2. Write out the story of some animal, read the story to your class, and have them write it out for you, that you may obtain the results.
3. Take your students for a pleasant walk where you can give them a nature-study lesson out-of-doors. When you return to the class-room, have them write a description of what they have observed, as pointed out by you, and note your success. Note 2.
4. Have your class examine an animal which can be placed before them, and note the results in teaching them (a) to observe; (b) to describe what they have observed. Note 3.

IV. LESSONS ON THE HUMAN BODY. Assignment, pages 106-118

1. How may physiology and hygiene be taught according "to the letter of the law," but not in the spirit?
2. Why is it that simply presenting the "dire results" which come from intemperance, is not sufficient to enable one to lead a temperate life?
3. "What do we mean by a temperance lesson?"
4. What is more essential in the lesson than to show the effect of alcohol upon the nerve and muscle? Only under what conditions can such a lesson be taught? Note 4.
5. What more should the lesson contain than a warning against evil? Note 5.
6. What points worthy of imitation do you find in the simple lesson to first-year students (pages 111-115)?
7. Note how naturally the author leads the student into closer observation and more practical application as she passes from grade to grade. The teacher should seek to keep this gradual development to the end of the subject. Note 6.
8. Write for your own use the outline of seventh-grade physiology.

Notes

1. "The pupils should be encouraged to make both individual and class collections of specimens to be mounted and kept, but collecting 'specimens' must not be allowed to become an end in itself.

"Thorough observation should be insisted upon as precedent to 'collecting,' and no specimen should be admitted to the permanent class collection which (1) has not been well studied by all the class; (2) is not a good type of its species, or genus; (3) has not been carefully prepared and mounted by the pupil contributing it."—*Roark's "Method in Education," page 154.*

2. "As much as possible of the work in nature study must—let it be urged again—go on out-of-doors; and the very first exercise would seem to the pupils more as pleasant walks and outings than as any kind of lessons. Their appreciative attention should be called to the landscape as a whole, they should be led to feel the general out-of-door effect in a way they never felt it before."—*Id., page 159.*

3. Take your class with you in the spring-time, and study birds of your own neighborhood. There is no out-of-door study more delightful, and the teacher, as well as the student, is often surprised at the variety of birds in one's own neighborhood. Show them how the different birds are distinguished—by bill, wing, tail-feather, breast-mark, song, etc. The teacher will find help in distinguishing these different birds, by the study of such books as "Bird Craft," "Bird Neighbors," etc.

4. "In the study of physiology, pupils should be led to see the value of physical energy, and how it can be so preserved and developed as to contribute in the highest degree to success in life's great struggle."—*"Education," page 196.*

5. "Let pupils be impressed with the thought that the body is a temple in which God desires to dwell; that it must be kept pure, the abiding-place of high and noble thoughts. As in the study of physiology they see that they are indeed 'fearfully and wonderfully made,' they will be inspired with reverence. Instead of marring God's handiwork, they will have an ambition to make all that is possible of themselves, in order to fulfil the Creator's glorious plan. Thus they will come to regard obedience to the laws of health, not as a matter of sacrifice or self-denial, but as it really is, an inestimable privilege and blessing."—*Id., page 201.*

6. "Children should be early taught, in simple, easy lessons, the rudiments of physiology and hygiene. The work should be begun by the mother in the home, and should be faithfully carried forward in the school. As the pupils advance in years, instruction in this line should be continued, until they are qualified to care for the house they live in. They should understand the importance of guarding against disease by preserving the vigor of every organ, and should also be taught how to deal with common diseases and accidents. Every school should give instruction in both physiology and hygiene, and, so far as possible, should be provided with facilities for illustrating the structure, use, and care of the body."—*Id., page 196.*

January-February

Part I: Book, "Education," by Mrs. E. G. White

Assignment: Chapters XIII-XX, designed to cover the months of January and February.

CHAPTER XIII**Mental and Spiritual Culture**

1. Give the law, and the primary means, of mental and spiritual growth, according to God's plan.
2. Express what you understand by "The Bible contains all the principles that men need, etc.," in paragraph 2, sentence 1.
3. How only may the greatest benefit be gained in the study of the Bible?
4. Are the truths of the Bible designedly placed where they may not be reached without diligent effort? Note 9.
5. Show that Bible truths, though apparently scattered, form a complete, harmonious structure when fitted together. Of what is this an evidence?
6. Define clearly the two forms of mental culture in Bible study. Compare the Bible with other books in this respect.
7. Wherein does the chief power of the Bible lie? What bearing has this fact upon man's relation to God and upon the possibilities of his development?
8. Write a paragraph on the variety of content and style in the Bible.
9. Word in at least two ways the central theme of the Bible.
10. Express the universality and eternity of the science of redemption.
11. Explain God's law of creative energy, and man's free moral agency in reference to it.
12. What possibilities of companionship are open to us?

CHAPTER XIV**Science and the Bible**

1. Through what two means may we progressively acquaint ourselves with God?
2. What conflict is erroneously supposed to exist between science and revelation?
3. Show the absurdity of this view (a) from the Word, (b) from conditions in the earth.
4. What other false theory is akin to this error?
5. Enumerate reasons why the theory of man's evolution is baseless.
6. In what two general ways does God exercise his creative power?
7. Give some evidences of God's personality; of his greatness.
8. What is the effect of studying deeply into the mysteries of God's works?
9. Mention various ways in which we may think God's thoughts after him.

CHAPTER XV**Business Principles and Methods**

1. Make a list of business principles drawn from the Bible and expressed in your own words in modern business phraseology as far as you are familiar with it.
2. Draw in your own language a word picture of a prosperous man.
3. Mention the results of departure from right business principles in dealing with God and man.

CHAPTER XVI**Bible Biographies**

1. Write a paragraph on the educational value of Bible biographies.
2. Write a digest, in three sentences, of each biography in this chapter.

CHAPTER XVII**Poetry and Song**

1. Where is the first poetry in literature to be found? When and by whom was the earliest poem written? Who is the speaker in this poem? What is its theme? Write a title for it.
2. Note the simplicity of the selection on springtime. What is the relation of simplicity to beauty?

3. Under what circumstances was Balaam's prophecy uttered? Note its frankness and fairness, and how in the simplest language the thought movement steadily rises to a climax of sublimity.

4. Memorize the earliest recorded song, and repeat it every day for a week.

5. Study the apostrophe to the well. In simplicity of theme, in melody, and in dignity of conception, this apostrophe is perhaps unexcelled in any language: princes and nobles digging and delving with scepter and staves — spring up, O well!

6. Write a paragraph on the mission of sacred song. Cite several examples of its use.

7. Study the rest of the poetical selections in this chapter with reference to their expression of peace and disquietude, comfort and sorrow, sweetness and bitterness, travail and triumph; and note the majesty and rhythm of the language.

8. What is the value of song as a means of education?

CHAPTER XVIII

Mysteries of the Bible

1. To what extent does God reveal himself to our comprehension?

2. How may we know the divine authority of God's Word? Of what are its mysteries an evidence? Why?

3. Point out the marvelous adaptation of inspired truth to human needs.

4. What marks the limit to our grasp of the truth? How may this limit be extended?

5. What knowledge furnishes a key to the mysteries of the Word?

6. What eternal possibilities does this knowledge open to the soul?

CHAPTER XIX

History and Prophecy

1. Describe the Bible as a historical masterpiece. Contrast it with human history.

2. Study and memorize the "words of matchless beauty and tenderness" which set forth God's purpose in human history.

3. Upon what does the prosperity of nations depend, and how is their real strength measured?

4. Note the successive steps in Babylon's career.

5. What truth is symbolized in Ezekiel's first vision?

6. What is the scope and purpose of prophetic history? What climax are we now rapidly approaching?

7. Read with care the scripture passages portraying the final scenes in the world's history.

8. How are men now occupied, and what is their great need?

CHAPTER XX

Bible Teaching and Study

1. Give a striking testimony to the value of the Bible as a means of education.

2. Make a list of the various means of interesting and instructing children in the Bible.

3. In what ways may we study the Bible effectively?

4. Against what tendencies and influences must we guard?

5. How may a real love for the Bible be awakened and cultivated?

Note

9. A comparison with the first paragraph on page 171, makes it plain that there is nothing arbitrary in the concealment of truth where we must dig to obtain it. In the natural world many things are opaque to our vision because our eyesight lacks penetration. The processes of life that are constantly going on in the root and the leaf and the stalk of a plant, we can not see, though the veil between is so thin. A diamond or a nugget of gold may be hidden a few inches beneath our feet, and we not suspect it. Scarcely a useful metal or mineral lies on the surface; men must search it out and dig for it. Some food-yielding plants grow spontaneously, and their fruit may be plucked directly and without previous effort, but for the most part men must dig and toil and sweat before the nutritive elements hidden in the soil and the air assume a form that can be appropriated by the human body. So must we obtain food

for the soul. So must spiritual treasure be brought to the surface. As the X-ray renders an opaque substance transparent to the natural eye, so does the X-ray of the Holy Spirit illuminate and clarify truth that is otherwise without the limit of the soul's vision.

Part II: Book, "Way-Marks for Teachers," by Sarah Louise Arnold

In the natural division of the lessons, spelling, which appears in the March-April number of the journal, would naturally have appeared in this number with reading, but to divide the book more equally we have placed the spelling with the next assignment.

GENERAL TOPIC — LANGUAGE LESSONS

I. Purpose and Plan. Assignment, pages 119-151

1. What is the first aim of language lessons?
2. What relation do the Bible, nature, geography, history, or reading lessons sustain to the language lesson?
3. What is the relative value of a knowledge of the rules of speech, the example of the teacher, and the oral practise of correct form?
4. What should form the basis of these oral language drills? When should they begin?
5. How can fluency of oral expression be secured?
6. How can the best thoughts be cultivated?

II. Written Work

1. What is the relation of oral and written language?
2. What is a safe guide in assigning written language work?
3. Which is of first value without the form of expression?
4. How may a pupil be brought to correct mechanical expression in written language?
5. What punctuation marks should early be taught? In what order? How? What use of capitals?
6. When and how should the paragraph be taught? The forms in letter-writing?
7. How only can correct habits of written work be established?

III. Lessons From Pictures

1. How may picture study be conducted to become a permanent help to the pupil?
2. What is the logical order of study? Of written expression? Of picture study?
3. What should characterize a good picture for study?
4. Of what value is picture study in other lessons than language? In what grade?

IV. Lessons on Word Form

Study these questions with the following points in mind: —

The form to be taught; manner of varying the drill; emphasis given to correct rather than incorrect form.

V. Poems and Stories as Language Lessons

1. How do the Bible stories compare in value with the stories usually given as bases for language lessons?
2. What teacher will make these stories more fascinating than "myths, fables, and traditions"?
3. What will help a teacher to become a good story teller?
4. What memory gems can compare with those truths that express the love and care and kindness of our Heavenly Father?

3. Under what circumstances was Balaam's prophecy uttered? Note its frankness and fairness, and how in the simplest language the thought movement steadily rises to a climax of sublimity.

4. Memorize the earliest recorded song, and repeat it every day for a week.

5. Study the apostrophe to the well. In simplicity of theme, in melody, and in dignity of conception, this apostrophe is perhaps unexcelled in any language: princes and nobles digging and delving with scepter and staves — spring up, O well!

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that it seems trite, and yet it is the kernel of the whole matter. It is accepted as a truth, but is a truth for theory only, and it has not become a working principle in the every-day life of the schoolroom. Only in exceptional schools do children read as they talk, and when they do, it is because exceptional teachers have caused them to recognize and feel the real nature of reading. Once let this idea be established in a school, and reading becomes a source of unlimited pleasure to teacher and pupil alike."—*"Essentials of Reading," Sherman and Reed.*

2. "The chief aid of questions is to arouse vigor and variety of thought as a means of better appreciation and expression. Children read poorly because they do not see the meaning nor do they feel the force of the sentiment. They give wrong emphasis and intonation. A good question is like a flash of lightning which suddenly reveals our standing ground and surroundings, and gives the child a chance to strike out again for himself. His intelligence lights up, he sees the point, and responds with a significant rendering of the thought. But the teacher must be a thinker to ask simple and pertinent questions. He can not go at it in a loose and lumbering fashion. Lively, and sympathetic and appreciative of the child's moods and feelings must he be, as well as clear and definite in his own perception of the author's meaning."—*McMurry, in "Special Methods of Reading."*

March-April

Part I: Book, "Education" by Mrs. E. G. White

Assignment: Chapters XXI-XXIX, designed to cover the months of March and April.

CHAPTER XXI

Study of Physiology

1. What is the natural reason for the promotion of physical health?
 2. What striking comparison between health and character is here made?
 3. Note carefully what the last sentence of the first paragraph actually says.
- Note 10.
4. What renders the knowledge of physiology ineffectual?
 5. Point out the relation of physical vigor (a) to successful enterprise, (b) to the hope of life in the world to come.
 6. What is the proper range in the educational period for instruction in physiology and hygiene? At what point only should it stop?
 7. Mention three general truths, usually neglected in the study of physiology, that deserve fundamental consideration.
 8. Make a list of particular things on which pupils should be faithfully instructed.
 9. What is the "great requisite" in the teaching of physiology?
 10. Show how God regards the physical organism.

CHAPTER XXII

Temperance and Dietetics

1. Why should every youth understand the relation between plain living and high thinking?
2. What are the effects of using alcohol, tobacco, and like poisons?
3. Trace to their sources the results of intemperance.
4. In the instruction of pupils, what attention should be given to the beginnings of this evil?
5. Show that the selection of food should be regulated by knowledge of food properties rather than by the appetite alone.
6. How should the combination and quantity of food be adapted?
7. Of what importance are the time, regularity, and good cheer of meals?
8. In view of the high destiny set before him, what princely practices should every youth adopt?

CHAPTER XXIII

Recreation

1. Make a clear distinction between recreation and amusement.
2. What schoolroom conditions make special attention to proper recreation a necessity?

GENERAL TOPIC—READING

I. Aim. Assignment, pages 152-176

1. What is the important twofold aim in teaching reading?
2. What further, deeper aim will every Christian teacher keep constantly in view?
3. Distinguish between *word study* and *reading*.
4. How can reading be made to develop the "power to see and to remember, to feel and to imagine"?
5. How does experience increase the power to read?
6. Why was Jesus able to read the Scriptures with such power?
7. In what way does Bible study, nature study, etc., aid a child to read?

II. Preparatory Lessons

1. How do conversational exercises prepare the pupil for a reading lesson?
2. Why are they necessary to the teacher?
3. What will prevent these exercises from degenerating into aimless "prattle"?

III. How to Get Expression

1. What is the basis of all expression?
2. How can you awaken a desire in the pupil to express thought?
3. What expression drills will help the pupil to acquire good reading?
4. Why should not these begin in connection with the reading of the lesson?

IV. Suggestive Hints

1. Of what value is a pupil's effort to picture with pencil the thoughts of his reading lesson?
2. When and why should a teacher read to his pupils?
3. What should be the nature of supplementary reading?
4. What danger lurks in concert reading? When can it be used to advantage?
5. What is the difference between sight reading and supplementary reading?

V. Lesson in Reading

1. What steps should form the teacher's lesson plan for reading?
2. What bearing has the "preparation," or the "study," of the lesson?

VI. Primary Lessons

1. In the primary lessons given, notice the following points: Character of thought, development of thought, length of sentence, vocabulary, thought phrases, and seat work.
2. Why is script preferable to print in the child's first reading lessons?

Notes.—Language

1. "We may say candidly that it is very difficult to bring a child to a ready use of good English in all his lessons. It may be simple and tedious and easy to teach him all the trivial items in a language book, but to get him to use good English on all occasions where good English is wanted, this is no small matter; indeed, it is a first-class problem, and one we can apply all our skill to solve."—*McMurry*.

2. "It is proverbial that the application of knowledge is far more difficult than its mere acquisition. Language, of all studies, is long and strong on the side of application. It never halts. It is absolutely persistent. One must become either a master of speech or a bungler. Some studies, like grammar or geometry, may be chiefly theoretic, but language is for use, and for use in constantly new and varying situations. At every step, in every step, there must be a mental alertness and tension to get correct utterance adequate to the thought."—*Idem*.

Notes.—Reading

1. "There must be established the conception that reading is not something new and strange, but is the very simple process of talking, with the slight difference that some one else supplies, through the medium of the written or printed page, the thoughts that are to be uttered by the one talking. This is so old and so well known

that it seems trite, and yet it is the kernel of the whole matter. It is accepted as a truth, but is a truth for theory only, and it has not become a working principle in the every-day life of the schoolroom. Only in exceptional schools do children read as they talk, and when they do, it is because exceptional teachers have caused them to recognize and feel the real nature of reading. Once let this idea be established in a school, and reading becomes a source of unlimited pleasure to teacher and pupil alike."—*"Essentials of Reading," Sherman and Reed.*

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7. Of what importance are the time, regularity, and good cheer of meals?
8. In view of the high destiny set before him, what princely practise should every youth adopt?

CHAPTER XXIII

Recreation

1. Make a clear distinction between recreation and amusement.
2. What schoolroom conditions make special attention to proper recreation a necessity?

3. What is the child's best schoolroom the first eight or ten years of his life? his best teacher? his best lesson book?
4. What conditions should be assured after he enters school? Note 11.
5. Show how the same principles apply to the advanced school.
6. Point out the dangerous tendencies of athletic sports; of parties of pleasure as usually carried on.
7. Mention valuable substitutes for harmful recreations (?).
8. How should the teacher relate himself to student recreations?
9. What safeguard against evil is more effective than any number of rules?

CHAPTER XXIV

Manual Training

1. Show that labor was appointed as a blessing both before and after the curse.
2. How can the true dignity of labor be taught?
3. Why should the element of usefulness enter into the physical activities of the youth?
4. What results are produced by the feeling that labor is degrading?
5. Enumerate some every-day essentials to usefulness and happiness.
6. What provision should be made for manual training in the schools?
7. What is the minimum of practical results to be accomplished?
8. What are the advantages of agriculture over other pursuits?
9. How can it be best carried on in school work?
10. What classes of people could be greatly benefited by its pursuit?
11. How may students become masters of labor and take pleasure in it?

CHAPTER XXV

Education and Character

1. Why is character to be valued above mere acquisition of knowledge? Note 12.
2. Make a list of dangerous features of popular education.
3. What teachings and influences abroad in the world must the youth be fortified against?
4. What "one safe and sure rule" is a safeguard against all these evils?

CHAPTER XXVI

Methods of Teaching

1. Point out a fundamental fault in educational method, which is hoary with age.
2. What moral bearing has this fault?
3. How does error usually insinuate itself into the mind?
4. How may power to discriminate between right and wrong be developed?
5. To what does the highest type of teaching pay regard? Give examples.
6. What will be a strong element in the work of the true educator?
7. Upon what does the success of the student primarily depend?
8. What breadth should there be to his development?
9. By what means should the teacher make his work effective?
10. What personal element will greatly aid in this effort?
11. How may definite results be secured?
12. How far may a student be properly encouraged to advance? under what conditions?
13. Of what importance is a thorough knowledge of essentials? Note 13.
14. Make a list of important things to be corrected and to be promoted in the teaching (a) of language, (b) of history, (c) of numbers.

CHAPTER XXVII

Deportment

1. What are the elements of power in true courtesy?
2. Show the proper relation between rules of etiquette and genuine courtesy.
3. What is the essence of true politeness?
4. How may real refinement of manner be acquired?
5. Memorize the Bible code of etiquette.
6. Point out other graces in deportment.

CHAPTER XXVIII

Relation of Dress to Education

Read this chapter thoughtfully, and cast into a single sentence the gist of each point developed.

CHAPTER XXIX

The Sabbath

1. What is the educational value of the Sabbath?
2. Show that the Sabbath is a remnant of God's original plan for the family.
3. How may the Sabbath become to us a memorial of creative power?
4. What means of intellectual training does it afford?

Notes

10. Some have misread or misinterpreted this assertion, as if it said, "Physiology and hygiene should be the basis of all educational effort," and would therefore attempt to build up a curriculum of studies based artificially on physiology. While physiology is a fundamental, indispensable subject for instruction in the school, as is borne out in the rest of this chapter, yet the assertion here is that our effort to educate children and youth should be based upon a knowledge of physiology and hygiene. Whatever obligation to teach health principles faithfully is here set forth, it surely implies that teachers and school managers should give careful attention to such matters as proper ventilation and heating, sanitary drinking-cups and towels, personal and schoolroom cleanliness, suitable playgrounds and garden plots for outdoor exercise, and above all, a daily program which has due respect for nerves and normal development, and which avoids cramming and superficiality in the multiplicity of studies and other exercises. (Cf. chap. xxiii, par. 2.)

11. The means of education here pointed out as best for the first eight or ten years of the child's life, are strongly suggestive of how he should be treated during school life. Make health first always, for it is the primary requisite to mental and spiritual vigor. The more nearly school life, especially the elementary, can be made a continuance of well-ordered family life, the better. Give the child all the freedom from nerve strain possible, consistent with order. Good discipline in the schoolroom does not necessarily imply unnatural stiffness or arbitrary restraint. Direct, rather than check, spontaneous activities. Seek to perpetuate the naturalness and ease of the normal home life.

12. While intellectual acquirements without a moral basis to rest upon, fall short of the educational ideal, and may even increase power to do evil, yet it should be borne in mind that real character, such as true education calls for, is diligent in acquiring knowledge of the right kind. Moral integrity in no sense countenances sloth, nor does piety excuse ignorance. "Each one is to improve his talents to the utmost; and faithfulness in doing this, be the gifts few or many, entitles one to honor."

13. The application of this standard may be illustrated by language. No more should the teacher allow errors in spelling, punctuation, use of capitals, or careless construction to pass by unnoticed in arithmetic or Bible or philosophy, than he would in grammar. If it is worth while to learn the correct use of English, it is worth using everywhere and all the time. The *habit* should be established while in school.

Part II: Book, "Way-Marks for Teachers," by Sarah Louise Arnold

Assignment: Pages 177-217, for March and April.

GENERAL TOPIC — SPELLING

1. Explain how accurate observation of form is a step in learning to spell. What exercises will help to develop this power?

2. Distinguish between "sight" spelling and "phonic" spelling. Separate the following words into these two classes: might, through, finger, scholar, paragraph.

3. What is the relative value of oral and written spelling? Note 1.

4. What steps should be taken in directing a pupil how to study his spelling lesson?

5. What is the value of using words in sentences?

6. Name at least twelve ways of grading spelling lists. What principle is involved in the following words: daily, valleys, winning, there, receive, tongue, compelling, singeing, wearing?

7. What two classes of dictation exercises may be used to advantage? What is the advantage of each?
8. What advantages are there in allowing a pupil to correct his own spelling paper? in one pupil's correcting another pupil's? in the teacher's personal correction?

GENERAL TOPIC — GEOGRAPHY

I. Aim and Plan

1. What is the great aim in studying geography? How would you modify this in the light of the principles of Christian education? Note 2.
2. How does the study of plant and animal life, climate, land and water divisions, etc., aid in realizing the great aim?
3. In what way is nature study the natural basis of geography?
4. What relation has the book of Genesis, especially its first chapter, to geography?
5. When do pupils generally receive their first lessons in geography? In our church-school work, when and how do they receive their first lessons?
6. Of what value are field excursions in these early lessons? a knowledge of the local occupations of the people? of home, school, and town government?
7. What is the basis of map study?
8. What is the relative value of map work and the real life study of our world?
9. Give illustrations showing how geography should teach a pupil to think for himself.
10. What are the steps in the child's more advanced study of geography?
11. How should the summing up differ from the detailed study?
12. How may geography help the pupil to realize the truth of the Scripture, "The field is the world"? What bearing has this study on preparing our children to carry the third angel's message to all the world?

II. Suggestive Lessons

After studying "Suggestive Lessons," pages 194-203, write a lesson on any one of the following subjects, showing how the principles of Christian education should mold the work: Lesson on Snow; Lesson on the Wind; Lesson on Plants; Lesson on Animals; Lesson on Climate.

The following suggestive outline may be a help to some: —

- Chief aim or object of lesson
- Points to observe
- Points to learn which can not be observed
- Influence on our lives
 - Physically
 - Spiritually
- Condition at creation
- Present condition
- New earth condition

GENERAL TOPIC — NUMBER

1. Discuss the object of the study of number. Note 3.
2. Give an illustration showing how number develops observation, one showing how it develops thought; expression.
3. What is the difference between a "development" lesson and a "drill" lesson? What is the purpose of each?
4. Show how to lead a pupil to recognize and understand the general truth $6 + 2 = 8$.
5. How may a teacher prevent the pupil from forming slow, indifferent habits of thought? Note 4.
6. What are the addition, subtraction, and multiplication tables?
7. How are subtraction and multiplication related to addition? division to multiplication and subtraction?
8. How should the idea of denominate numbers be introduced?
9. Of what value is the analysis of problems? What are its dangers?
10. What is the test of a child's understanding of the process of a problem? of a teacher's ability to teach number?

Notes

1 "The first spelling a pupil does is, of course, written; and as almost the only practical use he will have for orthography all through life will be when he is writing, it seems clear that most of his drill in it should be by writing."—*Roark's "Method in Education,"* page 127.

2. "The fundamental question in geographical instruction is not what knowledge of the earth and its inhabitants will be helpful to little John Jones in his future activities, but what knowledge and training will be useful to pupils as a class (including John Jones), not only in their outer activities, but also in their inner life. The value of geography as a school study is not measured chiefly by its industrial and commercial utility, but rather by what it does to furnish a basis for a knowledge of current world events, for the intelligent reading of history, especially contemporary history, and, above all, by what it does to train the imagination and to broaden and enrich subjective experience and enjoyment. It is a happy fact that these results are reached by essentially the same general method of instruction."—*White's "Art of Teaching,"* page 273.

3. "One of the chief values of arithmetic as a school study is the mental discipline it affords. This is true, however, or should be made true, of every subject in the public-school curriculum. But in no other subject as much as in arithmetic is 'mental gymnastic' made an excuse for wasting the pupil's energy upon material whose only value is that it affords exercise in the tricks of the number contortionist. Such tricks are not without benefit, certainly, but equally as good exercise as they afford can be had from problems that are drawn directly from the real business of the household or the market. Only such problems should find a place in a text-book on arithmetic, and all arithmetical conundrums should be rigidly excluded."—*Roark's "Method in Education,"* page 261.

4. In teaching arithmetic, as in teaching every other subject in the curriculum, the aim should be to secure clear *thinking* and skillful *doing*.

"To say that arithmetic lacks culture value is not at all to say that it lacks *disciplinary* value, for it has this in a very large degree. The results of good arithmetic teaching are exactness in analysis and quickness and correctness in the manipulation of figures. Along with these also goes increased neatness of written work done according to prescribed forms. . . .

"Much stress has, at times, been put upon 'intellectual' or mental arithmetic, as contrasted with written arithmetic. All arithmetic is, of course, 'mental,' and there seems to be no good reason for the production and use of special text-books called mental arithmetics. What is needed is not a special text-book, implying a vicious and false distinction, but teachers who can, with any text-book or with none, give thorough and persistent drill in the *thought process* involved."—*Id.*, page 262.

May-June

Part I: Book, "Education," by Mrs. E. G. White

Assignment: Chapters XXX-XXXV, designed to cover the months of May and June.

CHAPTER XXX

Faith and Prayer

1. Give a simple but essential definition of faith. Note the two elements in it.
2. Enumerate some of the things that faith does.
3. Illustrate how the gift of God is in his promise.
4. What is the origin of individual faith?
5. By what two means does it live and grow?
6. Make a list of Bible examples of faith, and what each person withstood, including those cited in the eleventh chapter of Hebrews.
7. Mention some members of the "world's true nobility."
8. For what special reason does every one need the sure Guide and Helper in the smaller as well as the greater affairs of life?
9. Show how a sense of God's presence inspires courage, and how his presence affords protection and deliverance.
10. What two classes will faith specially help?

11. What must we understand about the divine science in the prayer of faith?
12. Who only can teach the lessons of faith?
13. How may we learn the secret of strength in these strenuous times?

CHAPTER XXXI

The Life-Work

1. What is the value of a well-defined aim in life? What aim is set before the youth of to-day?
2. What is God's purpose for the children growing up around our hearths?
3. What conditions in the earth cry for gospel help?
4. Show that God is a sharer in the suffering that sin has caused.
5. Are all called to be ministers or missionaries? What are all called to be?
6. What Christian element is lacking in much of the respectable education of to-day?
7. Point out a fundamental misconception of life in its relation to education; of education in its relation to life.
8. What is the practical result of education on this basis?
9. Show that *all* the children in the family should be given equal opportunity for education.
10. On what basis is our life-work determined?
11. Give the two chief causes why men do not become what they might.
12. What was the example of Jesus in this respect?
13. How is skill in service to be gained?
14. In what ways may proper regard for church relationship enrich the life service?
15. What place does God's plan give to the common people?
16. What exalted association and education do God's faithful workers enjoy?

CHAPTER XXXII

Preparation (of the Under-Teacher)

1. What is the mother's opportunity as first under-teacher of the child?
2. Why is her work often a failure, or nearly so?
3. What knowledge should men and women have before marriage? Give some Bible examples of its importance.
4. Write an outline of essential qualifications for teaching as presented on pages 276-280.
5. What should be the teacher's chief consideration in the responsible work of molding and guiding the young?
6. What should be the teacher's attitude toward self-improvement?
7. How may the teacher obtain sufficiency for all these things?

CHAPTER XXXIII

Cooperation

1. What is the true relation between teacher and parent?
2. Where does cooperation properly begin? and where should it continue?
3. Point out the disastrous results of failure on this point.
4. What double benefit comes from an interchange of effort between parents and teacher?
5. How does the principle of cooperation apply within the home? within the school?
6. Mention some Bible examples and principles of cooperation.

CHAPTER XXXIV

Discipline

1. What is the true object of discipline?
2. What is one of the first lessons to be learned with this end in view?
3. What must be enlisted in the effectual learning of this lesson? How?
4. Why is the effort "to break the will" of a child a great mistake?
5. Show how the training of a human being should differ from that of a dumb animal.
6. What considerations should the teacher keep uppermost in dealing with the will?

7. How should the sense of honor enter into discipline?
8. What care in the making of rules aids in predisposing students to obedience?
9. Why should well-considered rules be enforced? With what should there be no compromise?
10. How only may true liberty be obtained and preserved?
11. What should be avoided in the effort to correct evil?
12. When only is the true object of reproof attained? Characterize the delicacy of this work.
13. What two elements on the teacher's part should enter into discipline?
14. What wise course should be taken in the matter of public discipline?
15. What ought every school to become to tempted youth? How may it so become?
16. What is the example of the divine Teacher?
17. For what sterner discipline should the training in the home and the school prepare the youth? What are stepping-stones to this result?
18. What is the watchword of true education? How should it be applied?

CHAPTER XXXV

The School of the Hereafter

1. Read again in this connection the first paragraph in the book.
 2. What school equipment is provided for the future life? What will be left out?
 3. What conditions will increase the student's capacity and joy in learning?
- Pages 302-304.
4. What revelations will be made in the ministry of angels?
 5. How will the perplexities of this life there appear?
 6. What compensation awaits the tolling, unselfish parent and teacher who may seem to have wrought in vain? the faithful laborer in the field?
 7. How will the gifts of God be studied?
 8. What will be the social privileges of the life to come?
 9. What kind of music and song will be there?
 10. What exchanges of knowledge will there be between redeemed and unfallen beings?
 11. In what are the greatest joy and the highest education to be found in this life? in the life of the hereafter?
 12. What one word will express the feeling of every inhabitant of the universe in the world to come?

Part II: Book, "Way-Marks for Teachers," by Sarah Louise Arnold

Assignment: Pages 218-274, for the months of May and June.

GENERAL TOPIC—SEAT WORK

I. Purpose and Direction

1. Why is a program as necessary for seat work as for the recitation?
2. What relation does the seat work bear toward discipline in the formation of the habits of the child?
3. How can the distribution of materials be made a lesson in order?
4. Show the necessity of personally looking over all the seat work.
5. What is wrong with the assignment "Write all you can about China"?

II. Suggestions for Seat Work

(A) RELATED TO READING

1. Name ten ways in which word-cards can be used.
2. How can old magazines and newspapers be of help to the teacher?
3. What exercises will aid the child in recognizing both script and print?
4. What points should be insisted upon in all copy work?
5. Explain how the elements of grammar and composition can be taught the very young child by means of his seat work.

(B) RELATED TO NUMBER

1. Name some easily procured materials that ingenious teachers may use to good advantage in teaching number.

2. Show how pictures may make a problem clear to a child.
3. Mention one seat exercise and the material that might be used in teaching each of the following: counting, addition, subtraction, fractional parts, and measuring.

(C) REQUIRING OBSERVATION

1. Why is it important that a child be given work testing his powers of observation?
2. What are the benefits of the sand table?

(D) FOR THE OLDER CLASSES

1. To what will the seat work of the advanced classes generally be confined?
2. Explain the importance of early teaching a child how to study.

GENERAL TOPIC—TALKS ON SCHOOL SUBJECTS

I. Moods and Manners

1. Study to acquire the "request which always implies obedience."
2. What are some of the habits which drive gentleness and study from the students?
3. How does the teacher's mood affect the whole school—your school? Note 1.

II. For Monday Mornings

Do not the books used in our church-schools, and the lessons taught, permit such subjects as are discussed under this head to come in naturally every day as the substructure of the lesson?

III. The Schoolroom Atmosphere

1. Does your school resemble A or B?
2. What is the secret of B's success?

IV. The Program

Study with care the excellent advice regarding the value of arrangement as to the proper sequence of classes and the avoiding of monotony. Note 2.

V. The Lesson

1. What are the three lessons by which "knowledge-getting, power-getting, and the test of knowledge and power" may be attained?
2. Mark the most important statement, "Lack of definiteness in the teacher's thought will lead to a lack of definiteness in the illustration," and study the examples given. Note 3.
3. What is the real meaning of "drill," and what method is necessary for its success?
4. In a *good* recitation, how many members recite?
5. Why should the teacher not follow too closely the question-and-answer recitation? Note 4.

VI. The Discipline of the Schoolroom

1. How may proper discipline aid in the growth of character? Note 5.
2. How can you harmonize "true liberty" and discipline?
3. What are many of the habits which a child may gain by the right method of discipline?
4. Do not overlook the important sentence, "Let the voice be low, clear, and decisive, impelling quiet." Note 6.
5. Note the remark, "Penalties should be in line with the offense, when possible," and carry it out in your imagination by applying it to common misdemeanors of your own class-room.
6. How may the home conditions of the pupil affect your attitude toward him in matters of discipline?
7. Why is a close study of the character of your pupil necessary for just discipline?

Notes

1. One of the most distressing sights is that of a class of bright, active, happy pupils under the direction of a nagging, unhappy teacher. Above all things, he who

aspires to teach should possess a happy disposition. School boards frequently jest about employing the best-looking teachers, but there is more philosophy than foolishness in such selections; not that a pretty face is indicative of power to teach, but a face that reveals a happy disposition is evidence of one of the most important qualifications of a teacher. Good health and a happy disposition, with a bright mind and a lofty purpose, are essential qualifications. Beauty is not essential, but intelligence and happiness should be written in the face of a true teacher.—*Barrett*.

2. No thoughtful teacher will attempt to begin school without a carefully prepared program, both of study and recitation. This program will necessarily be tentative, but the teacher should either follow his program or change it so that it can be followed. . . . No teacher should adopt a program until he has modified it to suit his individual notion and to comply with the particular conditions in the school where it is to be used. This does not imply that there is no general plan in common use, but that details, so long as they violate no pedagogical principle, may be arranged to suit the local conditions.—*Ibid*.

3. Good methods of teaching are important, but they can not supply the want of ability in the teacher. The Socratic method is good, but a Socrates behind the teacher's desk to ask questions is better.—*Thomas M. Balliet*.

4. The teacher must vigilantly guard against presenting each lesson as a sort of cross-section of a subject. On the contrary, especial care should be taken to make plain the relations of the lesson to the subject of which it is a part, and to other subjects of which the learner has some knowledge and in which he has some interest. Especially must the lesson be made to touch the pupil's present interests at as many points as possible, and to awaken new interests.—*Roark*.

5. "Discipline is the result of training and study. In physical culture it gives a man control of his muscles, so that they are obedient to his will. In mental culture it gives him control of his intellectual powers, so that he is able under all circumstances to do the best work possible. In moral training discipline gives a man such control of himself bodily and mentally that he can resist temptation, discern good from evil, and make the best choice."

6. Self-control is a quality that stands in the very front rank as a characteristic of a good disciplinarian. It shows itself in bearing in general, and the calmness and perfect poise maintained when the most trying things happen. That teacher is very fortunate who can preserve a perfectly calm manner at all times. Next to him is the one who can keep a calm exterior even though deeply disturbed within.—*Bender*.

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DEPARTMENT OF EDUCATION, S. D. A. BULLETIN No. 2

BLACKBOARD SUGGESTIONS FOR ORAL BIBLE NATURE

FIRST PUBLISHED AS A SERIAL IN THE MAGAZINE
CHRISTIAN EDUCATION, VOLUME THREE



ISSUED BY
DEPARTMENT OF EDUCATION
OF THE
GENERAL CONFERENCE OF SEVENTH-DAY ADVENTISTS
TAKOMA PARK, WASHINGTON, D. C.

1912

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No. 3. Elementary Wood Work, 12 pp.	.03
No. 4. Construction Work in the Elementary School, 16 pp.	.04
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Order From

The Department of Education S. D. A.
Takoma Park, Washington, D. C.

Blackboard Suggestions for Oral Bible Nature

BY DELPHA S. MILLER

(Drawings by the author)

PART I

SHE stood before the group of tiny desks looking into the upturned, eager faces. Into her heart came an intense longing to make this, their first morning in school, a day to be long remembered as one of loving welcome into the school family, and so lead their minds to grasp the sweet story of the great world family and their loving Heavenly Father. How bright the sun was shining that morning! How the birds sang in the leafy branches, while through the open window floated the hum of bees, busy in the beds of late flowers. Nature seemed saying, "I am here, ready, waiting." There lay her Bible on the desk beside her, the written revelation of God's love. Quickly, happily, she began unfolding the story. You know how — you have told it yourself many times, and every time loved it more. Then with the telling, in came the bees, the birds, butterflies, frisking lambs, stately trees, and nodding blossoms. How they helped her! And, yes, they will help you, too, if you will only call them in. Here they are — but let me tell you, they are *happiest* when helping to tell these stories to the children.

The two plates in this part illustrate the method of drawing plants and animals. In case of the birds, the egg shape is drawn at different angles, the head placed in various positions, then the rest of the body located by a vertical line drawn through the center of the body and falling between the feet. This done, the most difficult part of the drawing is accomplished. The adding of the feathers gives character, in a measure, to the bird.





PART II



Plate I shows the earth lighted up at the word of God. Draw a circle with the flat side of the chalk, filling in and blending to give the appearance of a sphere. Make the outer edges of the circle clear and clean with firm pressure of the chalk.

Plate II is given with Lesson 9. The earth, light and glowing, is enveloped with clouds which lie close upon its surface.

Plate III tells the story of the evening and the morning, Lesson 10. Make the distinction between the dark and the light parts of the earth quite plain. Still the mists cover it. Charcoal may be used for the black.

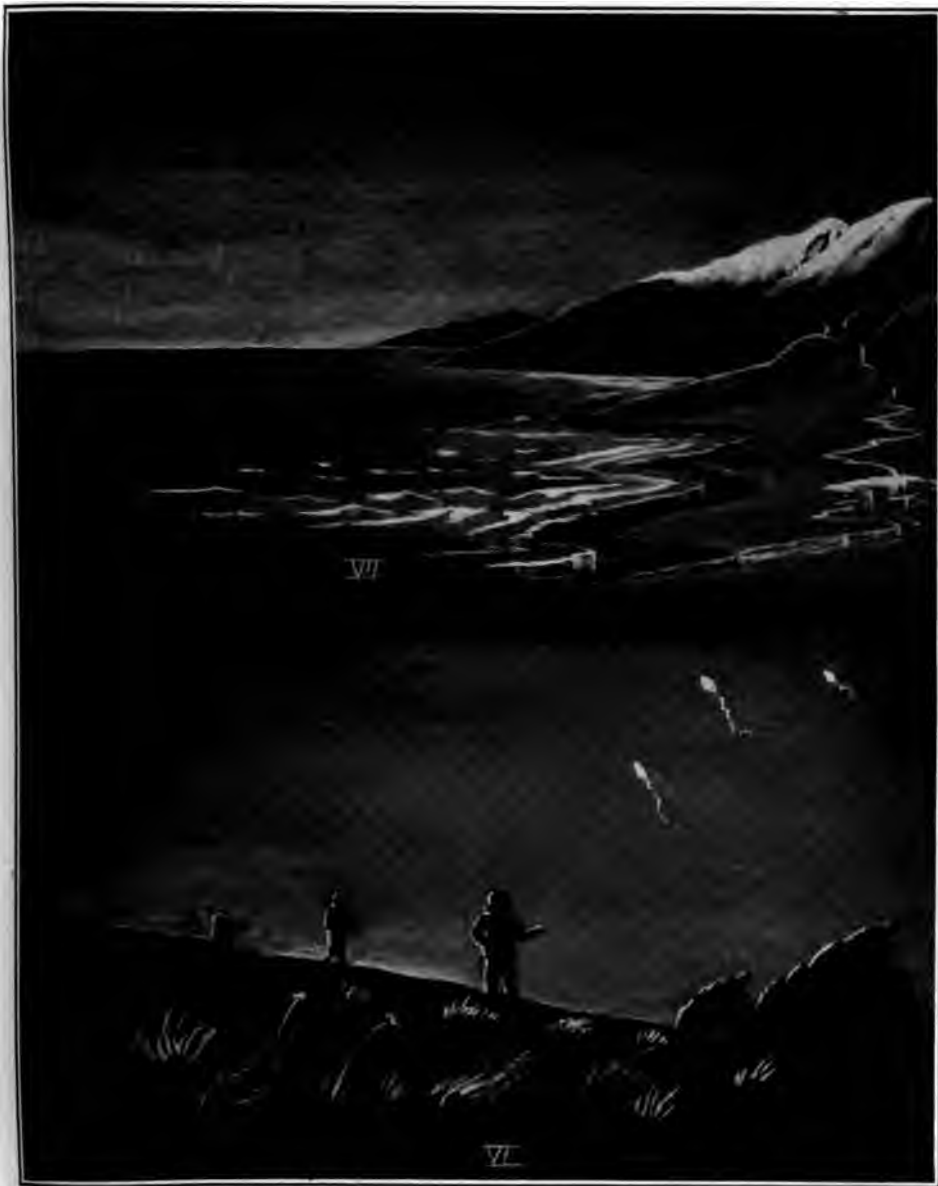


Plate IV may be used for Lessons 11 and 12. We see the lighted side of the earth and the side which lies in shadow, but the air has lifted the clouds and the "open firmament" is seen.

The work of the heat, the winds, and the clouds may all be made clearer by the picture in Plate V, although Lesson 13 is the one more particularly illustrated here. A few suggestions for the drawing of all these clouds may be necessary. Draw with curving strokes until the space is covered and the desired shape is drawn in. Then with the fingers blend the edges until they appear soft and gray. If any parts

are to appear lighted up, use hard pressure of the chalk and do not blend the outer edges, but make the outline clean-cut.

Many pleasing pictures may come to the mind of the teacher for the illustration of Lesson 14,— windmills, sailing ships, clothes drying on the line, trees bending in the wind, and leaves flying. This little hill-side with the bending grasses and trees, and the boys flying kites may appeal to the child mind. Trees and boys are drawn against the gray sky with charcoal and touched up with chalk. The kite strings may be put into a picture if it is not too small. They are omitted here for that reason.

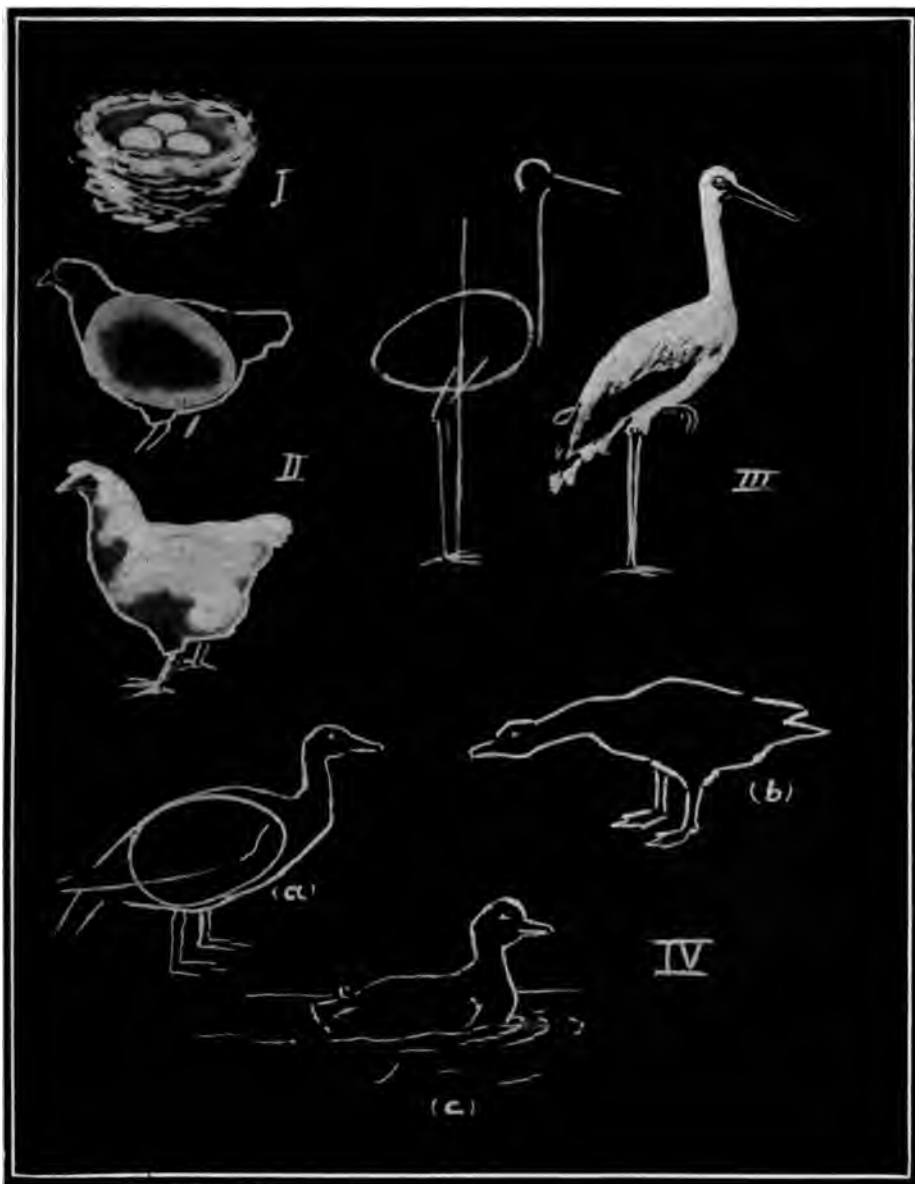
Plate VII may be used with Lessons 16 and 17. It will be seen that a gray surface lies next a black one or a white one. The tendency of the amateur will be to draw the hills too high and the curve of wave and beach and point of land a *curve*. Instead, these curves should be drawn as *angles*, not curves, letting the majority of the lines be horizontal. Vertical lines are used only in the reflection of waves upon the wet sand and the cliffs and waterfalls in the distance. The brook which comes from the hills is a series of angles and horizontals, although you may know it pictures the curve of a stream.

PART III

The blackboard illustrations in this part are to be used in connection with the lesson stories in the ninth, tenth, and eleventh weeks of the first-year outlines in the "Church School Manual," page 177. These drawings are not intended for memory-verse illustrations, but are to be sketched by the teacher before the class, as she talks.

In telling the story of birds and their homes, an ellipse is drawn lightly with the side of the crayon in order to locate the top of the nest and place the upper contour of the eggs. Holding an inch length of crayon near the end and flat upon the board, give a circular twist, placing these strokes near the lower edge of the ellipse. Sketch in quickly the broad, flat strokes that form the nest. With the fingers go over the background behind the eggs and also the lower part of the eggs. Put on the heavy touches with the chalk held flat to give the hard, white appearance to the eggs (see Plate I).

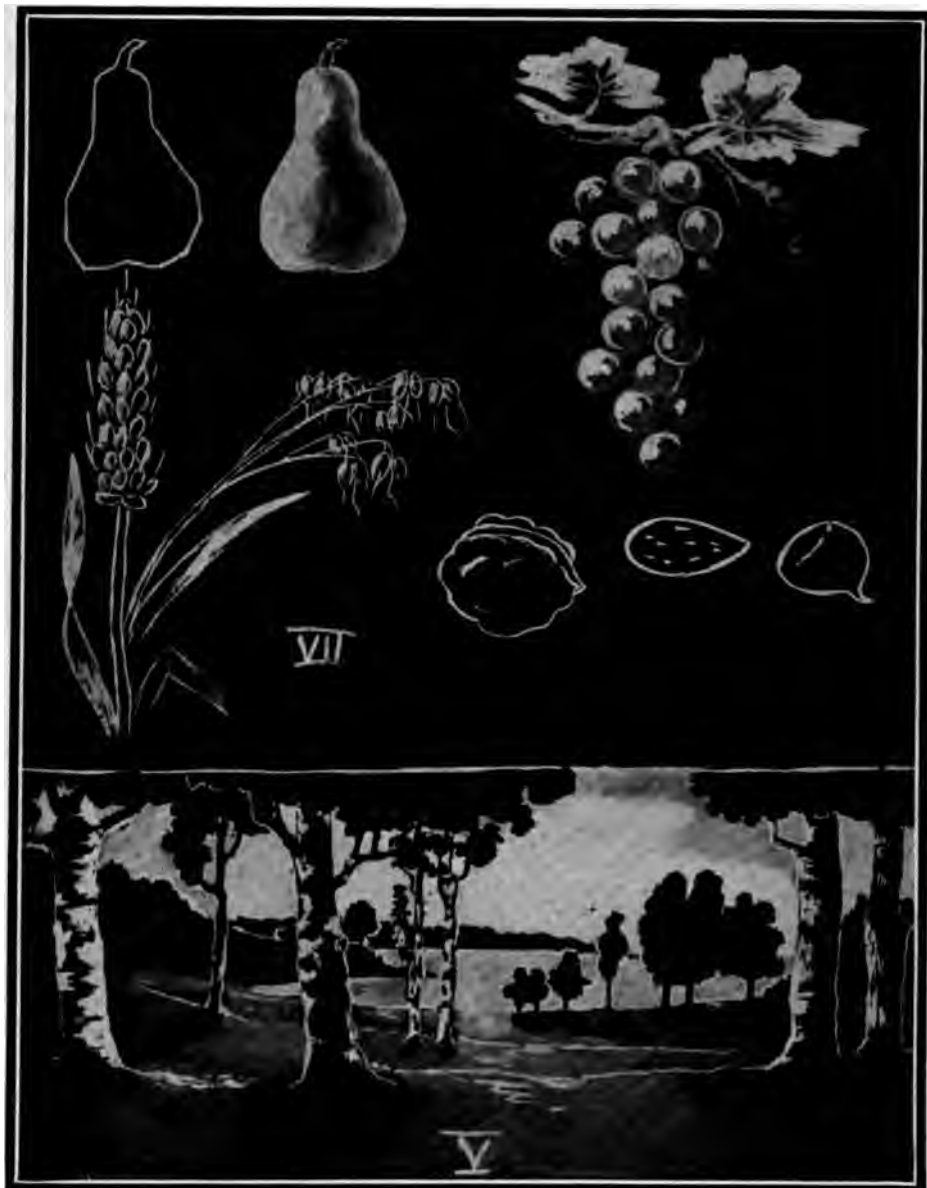
Plates II, III, and IV illustrate the scratches, waders, and swim-



mers. The hen has been "blocked in" with straight lines, but the egg form is shown in the first drawing. Place the chalk on rather heavily, blending with the fingers to make the feathers look soft and fluffy. Use charcoal about the eye and also on the head, wings, and tail of the stork.

The geese are blocked in. Draw these, using the straight lines for practise. Remember the characteristic shape of the head, with the eye placed near the top, the long, boat-shaped body, flat feet, and legs placed far back. The duck is much the same, with shorter neck and body.

Block in the pear (see page 10), and blend chalk with the fingers. The grapes are drawn in lightly, with twists of the crayon, blended



with the fingers, and the high lights added with the end of the crayon. The leaves are drawn with the flat side of the crayon, and the strokes toward the center or midrib.

Plate V may be used to illustrate Adam's home. Locate the terraced hillsides reaching down to the shore, by horizontal lines curving slightly upward at the ends. Cover the sky with chalk, and blend. Add heavy strokes near the horizon for the brightest light. Draw in and blend the surface of the lake. Make the hillsides gray with a lighter blending of chalk. Sketch in the trees with chalk and eraser, and add charcoal for black masses, and chalk for white.

PART IV

The blackboard drawings given on the next two pages illustrate stories in the second and third terms of the first year.

In the natural progression of the stories many have by this time been presented to the children for which no illustrations have been given, and partly because of this I have tried to give in a few drawings some suggestions covering a wide range of subjects. It will be seen also that no successive steps from simple to more difficult problems have been followed in trying to present usable illustrations in a limited space.

Plate I shows Eve before the forbidden tree (Lesson 2, page 177, "Church School Manual"), her shining garments diffusing a halo of light about her. The surrounding landscape may be made as plate V on the previous page of this bulletin. The light about Eve is drawn in with the side of the crayon and blended with the fingers. The high lights are put on last of all with heavy pressure of the chalk. The advancing figure of Adam may be omitted if thought best for proper development of the story.

Plate II shows the ark on the tossing waves. The lights on the horizon are blended upward from the horizontal line. The light on the wave in the foreground is not blended. Foam is drawn with quick strokes with the side of the crayon.

Blend a soft gray background for the figure of Abraham. Erase



for the figure, and blacken with charcoal. Touch up the edges with chalk, and add the stars. (See Lesson 11, page 178.)

Plate IV may be used for Lesson 24 or 25 — a blended light in a sky behind a dark hill, and sheep drawn in with charcoal on the brow of the hill. The sheep in the middle distance are drawn with firm touches of chalk, and blended. The back and head of the sheep will be found easiest to draw, and for this reason the feet are eliminated by the position of the body. The figure of the shepherd is suggested only, and, while all detail is omitted, the result satisfies.



In the announcement to the shepherds a gray background is drawn and blended, the figures of shepherd and sheep erased, and charcoal used to darken. The angel group is drawn with heavy strokes of chalk. Place the group of angels higher on the board than represented here, in order to give a more pleasing perspective.

A simple sketch, as in plate VI, may help to make the shipwreck of Paul more real.

In plate VII we see the New Jerusalem descending to the earth. Clouds and earth are blended, with heavy strokes for accent.

DEPARTMENT OF EDUCATION, S. D. A. BULLETIN No. 3

ELEMENTARY WOOD WORK

**FIRST PUBLISHED AS A SERIAL IN THE MAGAZINE
CHRISTIAN EDUCATION, VOLUME THREE**



**ISSUED BY
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The Department of Education S. D. A.
Takoma Park, Washington, D. C.

Elementary Wood Work

BY CLIFFORD A. RUSSELL

MANUAL training has come to stay. Educators from Maine to California are waking up to the fact that an education which is practical involves the training of hand as well as head. This idea has so taken hold of the popular mind that in connection with the public schools of all our leading cities is to be found a more or less well-equipped manual-training department. Some have gone so far as to provide special facilities in the way of buildings equipped with power machinery, such as buzz- and band-saws, turning-lathes, planers, etc., for use in the wood-working department.

While the world is arousing to the importance of this branch of education, we ought to be far in advance of where we are; for have we not for years been receiving special instruction with reference to the "harmonious development" of head, hand, and heart? While the world has seen and recognized the importance of manual training, and has been pressing forward by leaps and bounds, some of us have been simply playing with the thing, seeking thus to ease our conscience in the matter, without really accomplishing anything worth mentioning. In the work of manual training, accuracy, definiteness, dexterity, and perseverance are cultivated; a pleasant and practical diversion from severe mental strain is provided; and in the end, articles of real practical utility are produced.

Our Saviour's early life places the stamp of divine approval upon manual labor, particularly upon that branch with which we are to deal in this series. (See "Desire of Ages," pp. 72, 74.)

Grades

In schools where a considerable amount of hand-work has been done in the primary grades, particularly in cardboard cutting and folding, thus educating the child to be exact in his measurements and accurate in execution, wood-work may profitably be introduced in the fifth grade; possibly, in individual cases where the pupils show a special aptitude for the work it may be taken up even earlier in the course. In many of our schools, however, where but little of the preparatory work is done, it does not seem advisable to recommend wood-work before the sixth or the seventh grade. This emphasizes the importance of systematic manual training in the primary grades, as a foundation for cabinet-work later.

Just how much of this work can be made practical in our elementary schools is a problem which must be solved by the local school authorities consistently with the qualifications of the teacher, the grades of work carried, and the facilities provided. It is to be hoped that the time may soon come when in all our primary schools where the age and grade of pupils demand it, suitable provision will be made for carrying on this important branch of manual training. Our summer

schools and normals should secure the services of competent instructors, so that our teachers may become qualified to take up intelligently this line of work. But there is absolutely no excuse for the neglect of such training in our intermediate schools and academies. In my judgment, not one of these schools should exist without a fairly well-equipped wood-working department. The cost is comparatively small, while the advantages are immeasurably great.

This work need not and should not be confined to boys any more than sewing should be confined to girls. Many girls of a practical and mechanical turn of mind take readily to this work. Besides, the ranks of our teachers are constantly being filled from the product of our schools. How essential, then, that girls be given some insight into the mysteries of joints and mortises and tenons! The writer has had girls who, at the beginning of the school year, scarcely knew the difference between a square and a jack-plane, yet by patient perseverance they have produced some very commendable pieces of cabinet-work, of which they were justly proud.

Tools and Facilities

First, a simple work-bench, or several, according to the needs of the school, is necessary. These may be purchased complete through any dealer in school supplies, or the screw for the vise may be purchased, and the bench made to suit the requirements. It would be well for boards contemplating the purchase of a wood-working outfit to consult the price-list of some of the large mail-order houses of Chicago, both on benches and tools. The writer has purchased many tools, for both personal and school use, from one of these houses, and in every instance they have proved perfectly satisfactory, and resulted in quite a saving over the usual retail price.

The number of tools required will depend upon the number of pupils taking the work. In making my estimate I will presuppose eight pupils taking the same course at the same time.

Benches: Four work-benches, each provided with two vises.

Saws: Four 20-inch 10-point (10 teeth to the inch) cut-off saws and one 22-inch 6-point rip-saw; one keyhole-saw; four coping-saws; one dozen coping-saw blades.

Squares: One regular-size steel square; four try-squares; four T squares for drafting.

Planes: One 18-inch fore-plane; two 12-inch jack-planes; two 6-inch block-planes.

Chisels: One set from $\frac{1}{8}$ inch, increasing by eighths, to 1 inch, and then by quarters to 2 inches, making twelve in all; one 1-inch gouge.

Bits: One set of gimlet-bits; one set from $\frac{3}{16}$ inch, increasing by sixteenths, to 1 inch, making fourteen in all.

Braces: Two, one of which is a ratchet-brace.

Mallets: Two, rather light chisel mallets.

Draw-shaves: One 8- or 10-inch draw-shave.

Gages: Two, in one of which a lead may be used.

Rasps: Three, one flat, one half-round, one round half-inch tapering to one-fourth inch.

Awls: One combination, containing assorted sizes.

Knives: Two good sharp carving-knives.

Dividers: Four, in two of which a lead may be used.

Screw-drivers: Two, one large, one small.

Brads: Assorted sizes from $\frac{1}{2}$ inch to $1\frac{1}{2}$ inches.

Hammers: One nail-hammer; two light hammers.

Sandpaper: Numbers $\frac{1}{2}$ to $1\frac{1}{2}$.

Glue: Le Page's liquid.

Nails and screws: Various sizes, to be determined by the needs of the work.

This outfit of tools, exclusive of benches, should be purchased for from twenty to twenty-five dollars from one of the firms above mentioned. A word of caution should be thrown in with regard to purchasing cheap tools. Especially in saws, planes, chisels, and bits, a good standard quality must be obtained. On the other hand a fancy price should not be paid for some particular brand, which may be no better than some less celebrated make.

Material

For beginners in wood-work, there is probably nothing better than basswood. It is a beautiful, soft, white wood, readily worked, and does not split easily. The latter fact makes it a desirable wood for beginners. Basswood has but little grain, and therefore in finishing should be stained and then varnished or waxed; or it may have some simple pyrographic design placed upon it, and then be varnished or shellaced. The matter of finishing will be taken up in detail in a subsequent article. Whitewood is also a suitable wood for beginners. It possesses considerably more strength than basswood, and is usually a little more expensive. Work in oak, ash, or walnut should not be attempted until a considerable amount of proficiency has been attained in the use of tools.

Wood-work demands exactness. It is this fact that contributes greatly to its educational value. The precision required does not come in a day. Rather it is the result of long and careful training. The amount and nature of this previous training will vary so greatly that it is difficult to state definitely just when simple wood-work should be introduced. In general, I believe it should find a place in the fifth grade, as stated on a previous page, but only under the conditions mentioned there. I therefore designate the first part of this outline fifth grade, though it should not be used before the sixth or even the seventh in case the manual training in the first four grades has not been thoroughly done. Likewise that indicated as sixth should be reserved for the seventh or even the eighth, under like conditions.

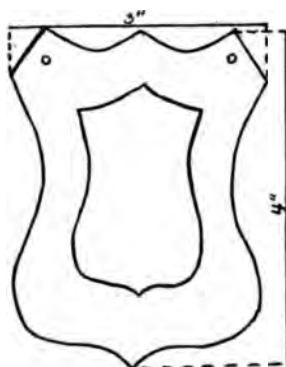
Fifth Grade

The work for this grade must be simple, requiring the use of but few tools, and some easily worked material. As far as possible, everything connected with wood-work, in whatever grade taught, should be practical. The pupil will take a far deeper interest in his work if he

is employed upon something of real worth and practical utility,— if he is actually making something.

Tools: Saw, hammer, block-plane, ruler giving 16ths, knife, rasp, coping-saw, T square, try-square, gage, dividers. Also brads, sandpaper, glue.

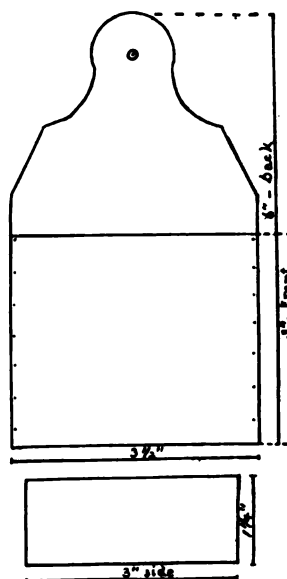
Wood: Basswood in varying lengths and widths, $\frac{3}{8}$ inch in thickness, planed upon both sides. I would suggest lengths from 6 feet to 12 feet, and widths from 2 inches to 10 inches.



MODEL 1

I will offer suggestions for making a few simple articles suitable for this grade. The tactful teacher should be able to supplement these as desired. Send to any firm handling pyrographic supplies, for their catalogue, in which you will find many useful and simple designs.

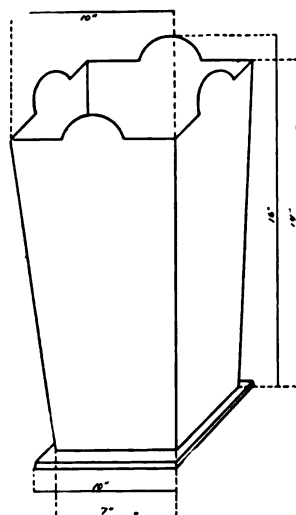
Model 1 is a match scratcher, shield design. Lay out first the rectangular outline. Then by using the dividers, the curves may be drawn. Cut out with coping-saw, and carefully finish with knife. Sandpaper thoroughly. Cut a piece of sandpaper the shape of the inner design, and glue to the wood. Make two holes with an awl for hanging. Since this is the first model, a heavy paper pattern may be cut out and used to trace the design on the wood, if desired. Accept no careless work.



MODEL 2

Model 2 is a whisk-broom holder. The back design is very simple, and may easily be produced by means of the dividers and ruler. Insist that all straight edges be *straight* and all square corners *square*. Space brads as in the figure.

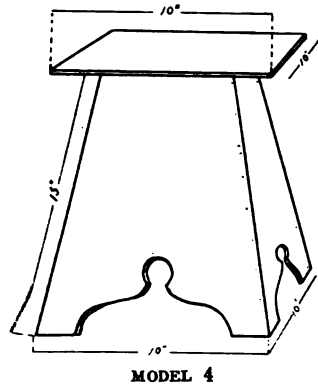
Model 3 makes a very useful article—a waste-paper receptacle. Be careful that the sides are tapered alike on both edges. In shaping the top, use cut-off saw from each edge until you reach the rounding part; then use the coping-saw. Smooth with the rasp. The figure shows how it should be put together, one edge out and one edge in. Bevel the bottom as shown in the figure, and fasten with your largest-sized brads.



MODEL 3

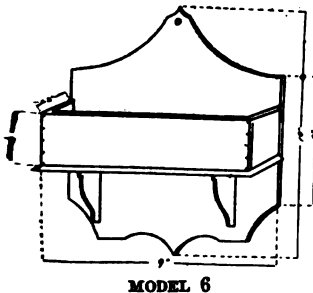
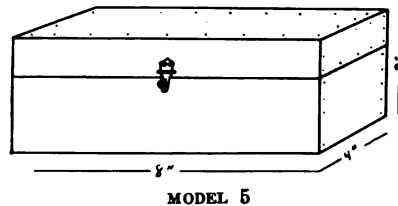
Model 4 is a simple tabouret. The coping-saw again comes into play in shaping the bottom. Follow with knife and the half-round rasp. If you have a draw-shave, you will find it very convenient in tapering the sides in this, as well as in Model 3. Follow, of course, with the plane. See that the pupil carries the plane properly. He will not learn this in one lesson, nor in two. The top may be left flat, as in the figure, or the edges may be beveled, as desired.

Model 5 looks easy. It is really much more difficult than any of the preceding. It is a pencil, trinket, or curio box. You may well congratulate yourself, if when it is completed, the joints are tight, and the box is square in all dimensions. I have found it useful to sketch the finished article upon the board, along with the following dimensions:—
 2 pieces 2 inches by 8 inches — sides of box
 2 pieces 2 inches by $3\frac{1}{4}$ inches — ends of box
 2 pieces 4 inches by 8 inches — top and bottom
 2 pieces 1 inch by 8 inches — sides of cover
 2 pieces 1 inch by $3\frac{1}{4}$ inches — ends of cover



See that every piece is straight and square. Nail the sides to the ends, then nail on the bottom and top. Space the nails. See that all joints fit, using the rasp if necessary. See that the box itself is square. Put on the top with brass hinges and a brass catch. Thoroughly sandpaper with No. 1, finishing with No. $\frac{1}{2}$.

MODEL 6.—After completing No. 5 satisfactorily, the average pupil will experience little difficulty with No. 6, which you will readily observe is an attractive design for a comb-case. Let this design be drafted first upon paper, full-sized. The dividers may be used to get the approximate curves, but as they are not true arcs, some free-hand work must be done. First, cut out the back, using coping-saw, knife, and rasp, as before suggested. Next cut out the two brackets. Bevel the bottom, as shown in the figure, allowing it to project. Fasten all together firmly with brads. Thoroughly sandpaper, finishing with No. $\frac{1}{2}$.



These models may be stained a desired color by applying a good quality of wood stain, according to directions. The stains can be obtained in any quantity from a dealer in paints and oils. If the natural wood is desired, cover with a coat of shellac, and follow with a coat of varnish. These should be applied with a brush, the same as paint. Some may prefer to burn a design upon them, as

basswood is the wood exclusively used for this purpose. Shellac and varnish may be applied afterward, if desired.

But few pupils are able in one grade to complete more work than is here outlined. Many will not be able to accomplish all this. Let your motto be, "Not how much, but how well."

Sixth Grade

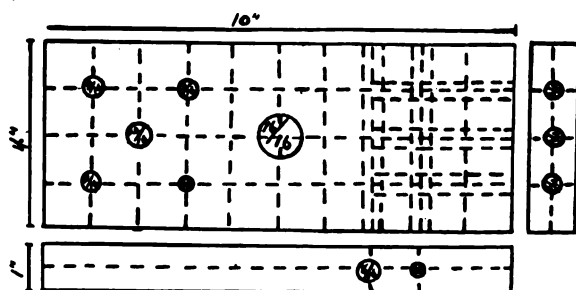
Before taking up anything involving real cabinet-work, the pupil must be put through a course of instruction in the use of tools. Use of the few simple tools needed for the work outlined in the preceding grade, has perhaps developed a degree of skill, but now the whole outfit is to be opened.

In the first place seek to impress upon the pupil the value of tools, and encourage a certain pride in keeping them bright and clean. Insist upon their being placed in the chest or upon the shelves in an orderly manner, the different kinds by themselves, and in such a way as not to dull them. Remember this is character building as truly as is a lesson in Bible.

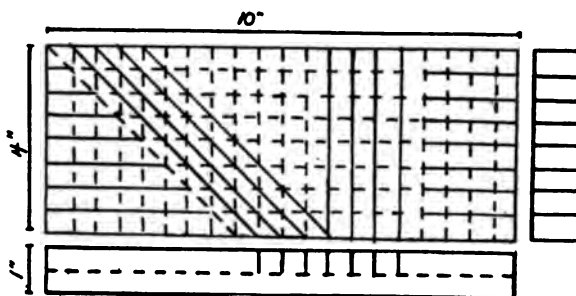
The course here outlined has been used for several years in one of our schools with excellent success. If your wood-working class higher up in the grades

has never had such instruction in the handling of tools, I should recommend by all means that they take this work also before attempting anything in cabinet-work.

You will observe that the two models are of the same dimensions. A long strip of basswood or whitewood 1 inch by 4 inches should be obtained for these models. Very carefully place the designs upon the board, and take them up in the order given. Each model must be absolutely square in all dimensions. Never let a piece be sawed off without



MODEL 2



MODEL 1

first squaring on side and edge. Insist that the pupils learn to saw to the line. Smooth on the end with a rasp, running it true so as not to round the corners. If ever necessary to plane the end of a board, never carry the plane clear across, but lift it off just

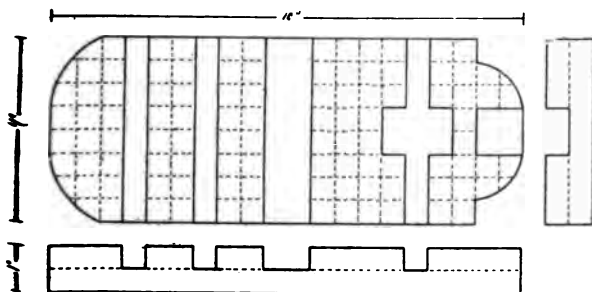
before reaching the edge, else you will sliver the board. Then turn the

board around in your vise and plane from the other edge. You will note in the figures that side, edge, and end diagrams are given.

MODEL 1: SAWING.— Lay off the design exactly as given, using heavy lines only where indicated. Saw on these heavy lines. We have here cross-, diagonal-, and rip-sawing. Saw the four cross-lines first, using a fine-toothed cut-off saw. Never let the pupil use both hands on the saw, but use the left to guide it in starting. Start in the corner, and do not let the saw jump. Using the same saw, cut the four diagonal lines. Next take the rip-saw (observe the difference in the filing of the two) and rip each end as indicated. There are several hours' work on this one model if painstaking care is bestowed, and the conscientious teacher will accept no other kind of work. Thoroughly sandpaper at the last. Fold a small piece of sandpaper and draw back and forth through the saw cuts. Lastly, the teacher should with try-square in hand go carefully over the model and grade on accuracy and neatness.

MODEL 2: BORING.— After the model has been squared and the design placed upon it, select the proper sized bits. The size will be found stamped usually upon the shank, and is always given in 16ths. Place the model upright in the vise. Bore the side holes first. Place the point exactly in the check. Hold the brace to the chest with the left hand and then turn with the right. Be sure that the bit stands at right angles with the wood. Allow only the point to prick through on the opposite side, or you will split out a sliver and spoil your model. Turn the model around and insert the point of the bit, giving a few turns, and the hole is smooth on both sides. Next bore the end, being careful to run your bit true all the way. Now comes the hardest, especially the half-inch hole. See if you can bore clear through and have the point prick the center of the opposite edge. Sandpaper, and smooth out the holes with the round rasp.

MODEL 3: CHISELING.— Lay out your design. Very carefully saw the eight lines. Choose a chisel a little narrower than your groove. Work from each edge toward the center. Do not try to take it all down



MODEL 3

at once, but a little at a time. Of course, while doing this use the vise for holding your model solid. In shaping the ends, use a chisel slightly wider than the thickness of the board. Use a light mallet. Always slant your chisel with the grain, never against it. Now carefully

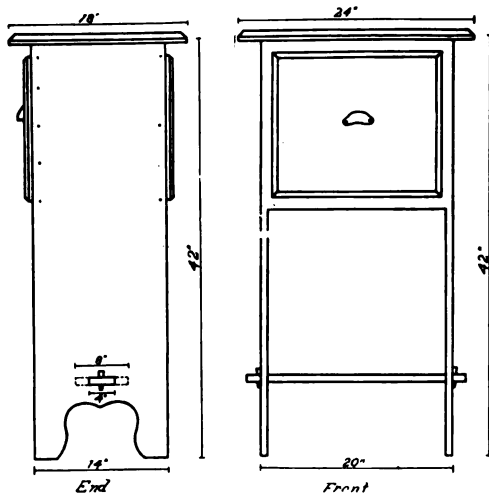
work out the rectangular designs near the end, using a narrow chisel, and going half-way through, as indicated. Rasp the ends smooth, and sandpaper as before.

In my judgment, as said above, this course should be given pupils of

higher grades who have had little experience in the use of tools, before they are allowed to attempt cabinet-work.

A music cabinet made after this design is simple in construction, yet makes an attractive piece of furniture for any home where there is a musical instrument. The drawer is just the right size to receive sheet music placed on edge, with cardboard filing strips alphabetically placed so that any desired piece of music may be readily found.

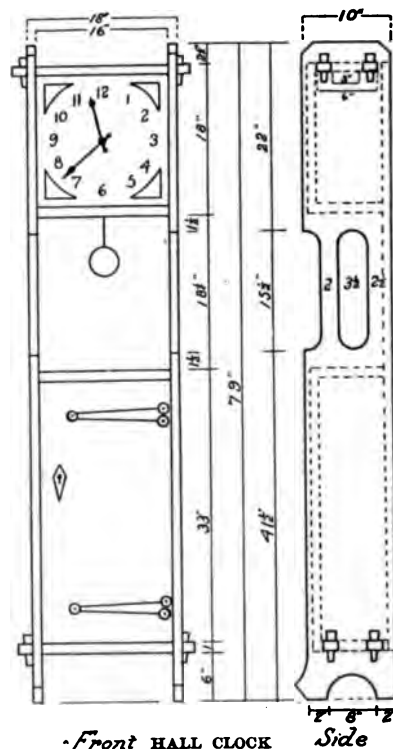
This piece should be made of oak thoroughly kiln-dried. The back side should be cased and covered with a board beveled and finished as carefully as the front of the drawer. The slides for the drawer should be made perfectly smooth and fairly close-fitting, so that while the drawer may slide freely, it will not "bind."



MUSIC CABINET

The top is to be neatly beveled on the edges. It will probably be necessary to use two pieces for the top. In that case, carefully plane and glue the edges together, leaving them clamped for a day or two for the glue to harden. If one prefers, instead of a drawer, the front may be hinged, and the ordinary compartments made within to receive the music.

The hall clock may appear somewhat formidable, but it is in reality of very simple construction. Oak is fine for this piece. Whitewood or cyprus would work well, using a dark mission stain in finishing. Buy some good large figures for your dial. Cut out several large "hands" from sheet brass or tin, which may be painted to suit the fancy. The lower part may be used as a cabinet, the door to be hung with strap hinges. Seven-eighths material should be used for this piece. The back may be boarded up with half-inch stuff. A door should be hinged back of the clock. A good eight-day movement should be procured. This will be an ornament and convenience to any home.



Front HALL CLOCK

Side

It is not within the scope of this series to give minute specifications of the more elaborate pieces of wood-work which may be produced after the experience gained by following the course thus far. Many articles of real worth in the home may now be undertaken. The painstaking student should now be able to do real cabinet-work. It is well, however, to require a little practise work in laying out and cutting mortises and tenons before attempting a difficult piece.

If kiln-dried oak is available, no timber is better adapted for cabinet-work. If you wish something especially choice, quarter-sawed oak may be procured. This produces the beautiful flaky effect so much admired. Walnut, cherry, ash, bird's-eye maple, or cypress may be used as desired. Probably oak will be the most easily obtained, and for all-round purposes is the most satisfactory.

Mission furniture, just now so popular, makes a very simple design, since it requires no turning. Books containing designs and specifications may be obtained from the American Book Company, or from any dealer in general school supplies, as Flanagan & Company, Chicago. Another little book containing many beautiful designs is sent out free as advertising matter by Thayer and Chandler, Chicago.

A few useful and attractive articles, in addition to those already given, are here suggested, all of which have been produced under the writer's direction in one of our schools: —

clock-shelf, or bracket	mission chair	curio cabinet
book-shelves	divan	library table
tabouret	hall rack	writing-desk
jardinière	center-table	brooder for young chicks
footstool	chest for towels or clothing	magazine case

All work must be planed down smoothly, then thoroughly scraped with a steel scraper, and lastly, sandpapered, first with the coarse and then with the finer paper (see page 7 in this bulletin). A fine quality of steel wool is very good for finishing work. See that all joints fit before they are glued together. After the glue has been applied, the joints should be clamped, or otherwise firmly held in place for two or three days. If possible, use no nails where they will show. Where this can not be avoided, sink the heads, which should be small, beneath the surface by means of a nail-set or a punch, and putty the hole. Any unavoidable checks or imperfections must be carefully filled with putty.

All wood having an open grain, as oak or ash, must be filled. To make this filler, buy a few pounds of crystal white, which should not cost over three cents a pound, some boiled linseed-oil, Japan drier, and turpentine. Make a paste of equal parts of oil and drier with the crystal white. This may be kept in a closed vessel to be used as needed. When ready for use, thin it with turpentine to the consistency of paint. If you wish the dark or weathered-oak effect, tint with lampblack to the desired shade. If you prefer golden oak, use Vandyke brown or burnt umber in the same way. By combining the brown and the black, you may obtain any intermediate shade desired. Should you wish a greenish tint, use chrome green with the brown. The filler is applied with

a brush, taking pains to fill the grain thoroughly by brushing across it. The work should stand from ten to twenty minutes, according to the temperature of the room and the rapidity of drying. It should then be thoroughly wiped off with a cloth, using a clean one for final wiping. Be sure that the filler is well cleaned out of the corners.

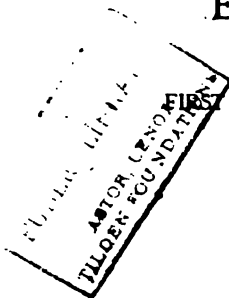
In a day or two after the filler has been applied, the piece may be finished. If a dull finish is desired, the piece should be waxed with a preparation made for this purpose, which can be obtained of any dealer in paints and oils. This may be applied with the hand or a soft cloth, and rubbed with dry flannel.

Where a gloss finish is desired, a good quality of varnish, thinned with turpentine to the proper consistency for spreading, should be applied. When this is perfectly dry, smooth with very fine sandpaper or steel wool, and apply a second coat of varnish.

For such close-grained woods as whitewood, basswood, or cypress, a wood stain is needed. This may be obtained in any color, with full directions for use, of any dealer in painter's supplies. Walnut and cherry may be used in natural color, by simply waxing for a dull finish, or by applying two coats of varnish for gloss.

In concluding, allow me to urge again the importance of accuracy and perseverance. Better, far better, produce one article during the year which is a credit to the pupil and the school, than a half-dozen articles showing only slipshod work. "Whatsoever thy hand findeth to do, do it with thy might."

CONSTRUCTION WORK IN THE ELEMENTARY SCHOOL



FIRST PUBLISHED AS A SERIAL IN THE MAGAZINE
CHRISTIAN EDUCATION, VOLUME THREE



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Construction Work

BY FLORENCE HOWELL

THE following outline in construction work is given in two divisions — primary and advanced. Provision is made for two lessons a week, of sixty minutes each. The lessons include weaving, stenciling, cross-stitch, raffia and reed work, basketry, clay, and pottery. One advantage in the work here given is that these courses require almost no tools or equipment of any kind, aside from the materials used; and an economical teacher can, in many instances, substitute things at hand for those mentioned in these articles; for instance, long grasses or corn-husks, carefully dried and perhaps colored with diamond dyes, work in nicely in place of raffia, while willow twigs may be used instead of reeds. Many places furnish clay direct from the soil. The children can supply any amount of twine, sometimes even bringing bits of red or blue for decoration. Old tablet backs and tops are not thrown away these days, but are straightway converted into looms, patterns, etc.

PRIMARY DIVISION

First Month, First Week, Lesson 1

RAG RUG.— Piece of pasteboard 5 x 8 inches; mark half inches across ends; rule, connecting opposite dots; cut one-fourth inch on each line at ends. Use twine for stringing loom, or, better, purchase ball of carpet warp for fifteen cents.

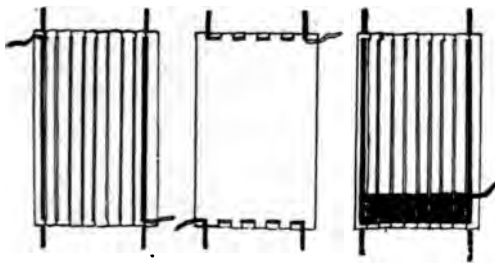


FIG. 1

FIG. 2

FIG. 3

This will last you all the year. Tie end around corner of loom, slipping it down in notch to hold, then run the string across to opposite notch, letting the string lie on the horizontal lines (Figs. 1 and 2). Fasten by tying around corner. Cut strips of cloth one-half inch in width, do not sew together unless very short, but let them lap in the weaving, making the splice not too close to the edge of the rug (Fig. 3). Continue weaving until the rug is filled, pushing together rather closely so that it will be firm. Placing a knitting-needle or piece of strong wire along the outside warp on either side, and weaving around these each time, will keep the rug expanded through the middle. These can be pulled out afterward. When the rug is finished, tear away the pasteboard.

First Week, Lesson 2

STRING RUG.— Make another loom of pasteboard as directed in lesson 1, but the warp should be only one-fourth inch apart. Weave with string, putting in a little color near each end for border. When removed from loom, make fringe on each end by using double string in darning-needle. Run the string through the edge of the rug, then tie a four-in-hand knot, leaving the ends free. One bunch of fringe for every other warp looks well.

Second Week, Lessons 1 and 2

HAMMOCK.— Make loom of pasteboard shaped like the one in picture. This one is 9 x 12 inches. The brass curtain rings for holding the warp and hanging the hammock are tied in place through holes in the loom. String the loom with one long piece of warp, tying one end to one of the rings as illustrated. Choose coarse cord in two colors that look well together. Macrame cord or German-town yarn is good. Cut each wool string long enough to leave a fringe on each side of the hammock. When the hammock is woven, buttonhole the sides at the head of the fringe. Trim the fringe to make it even. Close to the rings weave a few times back and forth to strengthen the warp and hold it in place. 4 — Reverse side 5 — Upper.



FIG. 4

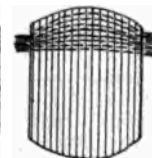


FIG. 5

Third Week, Lessons 1 and 2

TAM-O'-SHANTER.—Make loom by drawing a circle with a diameter of six inches. Draw a three-inch circle in the center. Pierce holes around the outside circle about one inch apart,—there should be an uneven number of holes,—pierce holes along the inner circle, making them just opposite the outside holes. String loom as indicated in Figs. 6 and 7. Weave round and round, using yarn and beginning at center. When it is all woven, turn loom over and weave, beginning at inside circle. Tear out pasteboard. Finish top with little tassel made by winding worsted twenty or more times around the thumb of left hand, then tying and cutting strands.

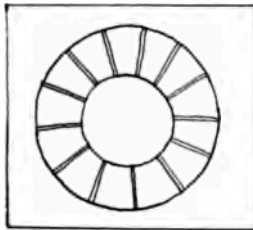


FIG. 6

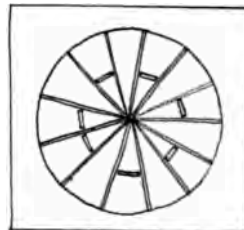


FIG. 7

Fourth Week, Lessons 1 and 2

BOOTEES.—These may be made large enough for the little brother at home. Make a pasteboard loom the shape and size of the desired bootee. Rule this with horizontal lines about one-fourth inch apart. Clip both ends of each line one-fourth inch. By inserting yarn in the notches thus made, string the loom, going around and around, and allowing yarn to cover the horizontal lines (Fig. 8). With darning-needle threaded with yarn, begin at heel and weave up to top of pattern, then back and up reverse side, leaving top open. Continue weaving in this way until top is woven, then the weaving should be continuous over the toe of the pattern. Tear out pasteboard, and finish top with fancy stitch in another color. For string to gather in top of bootee and make it fit snugly about the ankle, make a braid, running it in and out one inch from top. A small tassel may be attached to each end of the braid. It is then ready for the little foot.

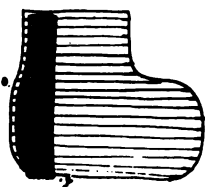


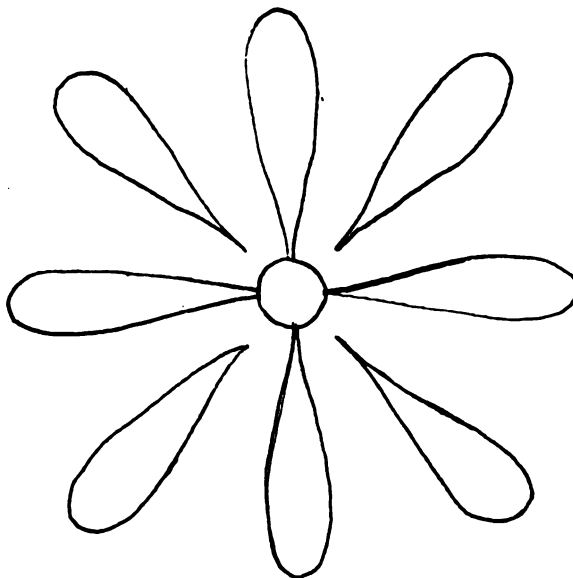
FIG. 8

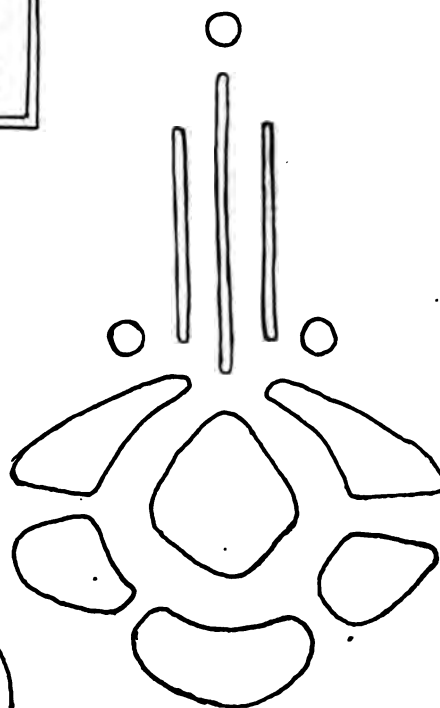
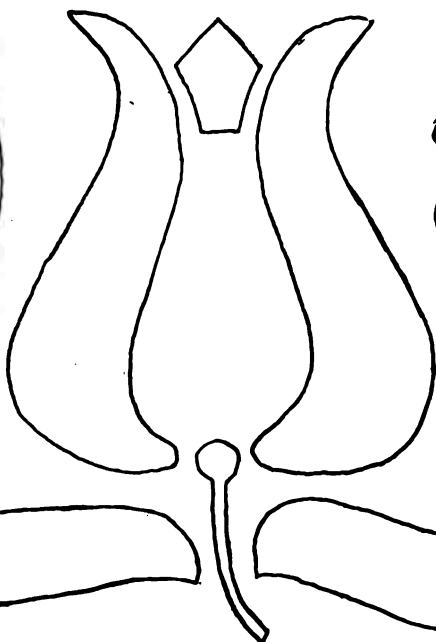
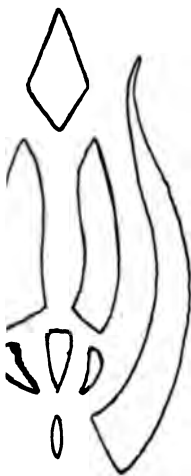
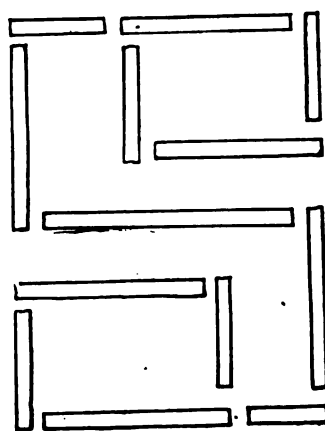
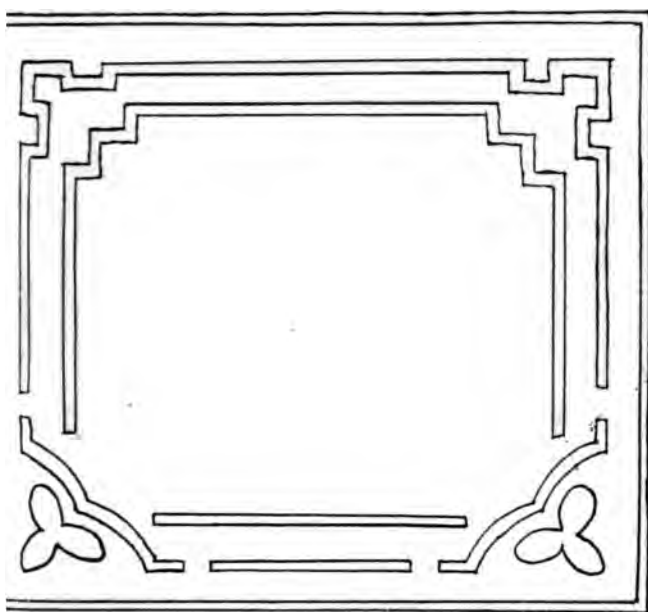
ADVANCED DIVISION

First Month, First Week, Lessons 1 and 2

STENCILED PILLOW TOP.—Make a stencil of tough Manila wrapping-paper 6 x 8 inches. Transfer accompanying design to it by the use of carbon paper. Cut out inside of design with sharp-pointed scissors, taking care to preserve smooth edge. Russian crash, toweling (unbleached), and tan burlap are good materials to use for the pillow top, but any plain coarse material may be used. Put two or three thicknesses of newspaper under the cloth, place stencil in position and fasten with pins or thumb-tacks. Ordinary water-colors will do nicely for stenciling, but if a better medium is desired, Winsor Newton's oil-colors, Easy Dyes, or Sherwin-Williams flat-tone glaze and stencil colors, may be used. Care must be taken that the color does not run under the stencil.

This and the following stencils may seem rather small; but if so, you can enlarge them.





STENCIL DESIGNS FOR BOOK-HOLDER, CURTAINS, PILLOW, WASTE-BASKET, AND RUNNER

Second Week, Lessons 1 and 2

STENCILED TABLE RUNNER.— The runner should be 2 or 3 inches narrower than the table, and should hang about a foot at ends. Hemstitch the ends of a strip of Russian crash. Make a stencil as given above, and place a row of the design about two inches above them.

Third Week, Lessons 1 and 2

CURTAINS FOR THE SCHOOLROOM.—These may be beautifully decorated by stenciling. Use scrim or a good quality of cheese-cloth. Place the design down one side and across the bottom.

Fourth Week, Lessons 1 and 2

BOOK-HOLDER.—Have the tinner cut two pieces of galvanized iron $5 \times 8\frac{1}{2}$ inches, and bend it at right angles on the short diameter. Cover with unbleached crash toweling, basting outside in place, then lining neatly with same material. Stencil a little border on outside of upright piece. This neat and useful article can be made to hold any number of books by simply pushing ends farther apart or drawing them together.

PRIMARY DIVISION

Second Month, First Week, Lessons 1 and 2

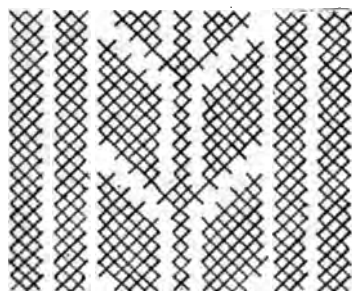
STOCKING CAP.—Pasteboard $3\frac{1}{2} \times 10$ inches, notched one-fourth inch apart at ends. String same as for rugs, but string both sides. Weave around the loom, first one side, then reverse. Tear away pasteboard and gather one end. Finish with tassel.

Second Week, Lesson 1

KITCHEN HOLDER.—Two pieces checked gingham 8×8 inches. With twine and darning-needle place upon it some neat pattern in cross-stitch. Buttonhole edges together after padding with two thicknesses of cloth.

Second Week, Lesson 2

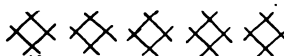
TURNOVER COLLAR.—Coarse scrim 2×13 inches. Hem. Work running pattern in cross-stitch, using crochet cotton.



KITCHEN HOLDER



COLLAR



NEEDLE-CASE

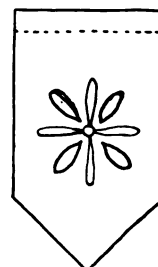


FIG. 9

Third Week, Lessons 1 and 2

NEEDLE-CASE.—Penelope canvas $3\frac{1}{2} \times 6$ inches. Two pieces white pressed flannel same size. Buttonhole all edges with light-blue crochet cotton. Fold on short diameters, place canvas outside for cover, tie together with blue ribbon. Work cross-stitch design as border on cover.

Fourth Week, Lessons 1 and 2

SEWING-BAG.—Three pieces unbleached crash toweling 6×11 inches. Fold lower corners to form right angles, cut off (Fig. 9). Transfer accompanying design to center of each piece by means of carbon paper. Use crochet cotton, and work solid in satin stitch. Sew edges together with feather-bone stitch. Hem down one inch at top. Run ribbon through them.

ADVANCED DIVISION

Second Month, First Week, Lessons 1 and 2

WASTE-BASKET.—Four pieces bindery board cut as indicated, 10 x 16 x 8 inches (Fig. 10). The sides curved in about one-half inch. Four pieces unbleached crash toweling cut one inch larger every way than foundation board. Stencil design on crash, then cover the boards, gluing edges neatly on other side. Cover inside with ingrain wall-paper in a color that matches stencil, and tie together at sides. A piece of bindery board 8 x 8 inches covered with ingrain paper on both sides, should be tied in place one inch from bottom. You can find a cotton cord at dress-goods counters for two cents a yard. The bindery board can be had from any printing-office. Many wall-paper stores will give away old sample-books, and the paper thus obtained can be used in many ways.

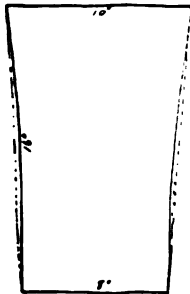


FIG. 10

page 8.)

Second Week, Lessons 1 and 2

PILLOW TOP.—18-inch square of coarse scrim. Use two harmonizing shades of crochet cotton. Work in cross-stitch. (See

Third Week, Lessons 1 and 2

DRESSER SCARF.—Make of scrim and cross-stitch across ends. (See page 8.)

Fourth Week, Lessons 1 and 2

APRON.—Use barred muslin. The cross-stitching of dogs, done in blue on the white, is very pretty and interesting for a child's play apron. (See page 9.)

PRIMARY DIVISION

Third Month, First Week, Lesson 1

RAFFIA NAPKIN-RING.—A piece of strawboard 2 x 6 inches; lap the ends one-half inch and sew firmly together, using a drawing-needle threaded with raffia. Buttonhole the ring all around the top, laying the sticks so closely side by side that the strawboard is covered. Then lay backstitches all around the bottom edge, making one stitch around each strand of raffia. This will give the appearance of a buttonhole stitch at each end (Fig. 1).

First Week, Lesson 2

PICTURE-FRAME.—Strawboard the size and shape desired for the frame, either circular or oval. Buttonhole the outside edge, laying the raffia stitches close to cover the strawboard (Fig. 2). Fit with a picture.

Second Week, Lesson 1

BLOTTER.—Four two-inch circles of strawboard covered with raffia the same as circular picture frames. Fasten these together in a diamond shape and tie with ribbon to a piece of blotting paper that has been cut to fit (Fig. 3).

Second Week, Lesson 2

BRAIDED MAT OF RAFFIA.—Make fifteen or twenty strands of raffia into a firm, even



FIG. 1

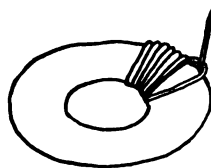


FIG. 2

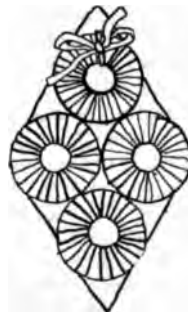


FIG. 3

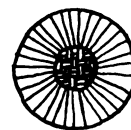


FIG. 4

braid. Sew into a circular mat by coiling the braid, edges touching, and taking care to keep it flat. A new braid is added by splicing.

Third Week, Lesson 1

BRAIDED BASKET.—Work the same as for the mat, and when large enough for the bottom turn the braid on edge and draw tighter as you sew, thus forming the sides. Finish the top with a strip of colored braid.

Third Week, Lesson 2

DOLL'S HAT.—Sew a braid of raffia as above. When the top of the crown is made the desired size, form the sides by placing the braid at right angles to the top. The brim is formed in the same way, at right angles to the side of crown.

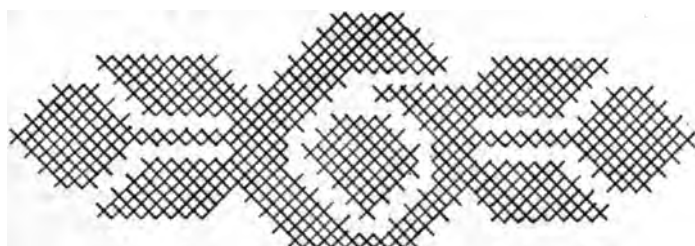
Fourth Week, Lessons 1 and 2

BASKET OF SMALL CIRCLES.—Cover six two-inch circles with raffia, as for blotter; also cover a three-and-one-half-inch circle. Stand the small circles around the large one, edges touching. Sew together. Weave back and forth to fill the center of the large circle, which forms the bottom of the basket (Fig. 4).

ADVANCED DIVISION

Third Month, First Week, Lessons 1 and 2

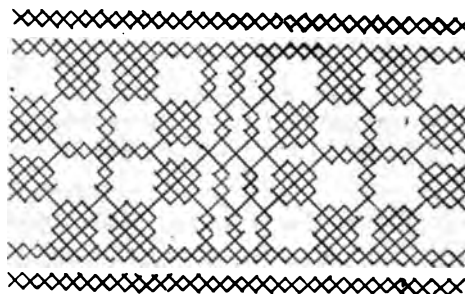
BOOK-SACHEL OR SHOPPING-BAG.—Place twenty-four brads, one inch apart, in a row along the edge of the window-sill. Put the middle of a strong strand of raffia over



PILLOW TOP

each brad and tie a four-in-hand knot one inch from the brad (Fig. 8). Now take the left-hand strand from one knot and the right-hand strand of the next and tie again, taking care that the knots are in regular rows left to right. Leave the right-hand

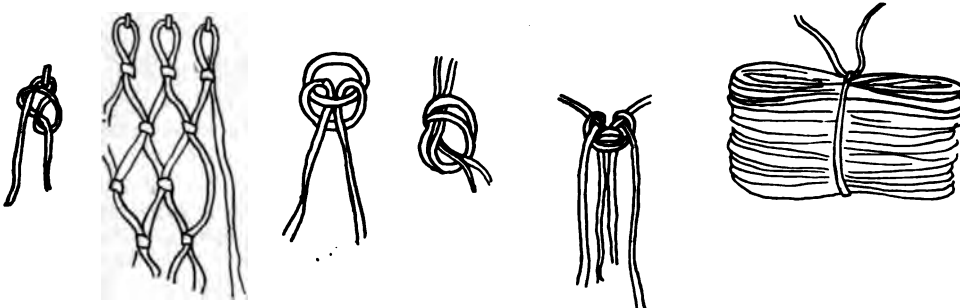
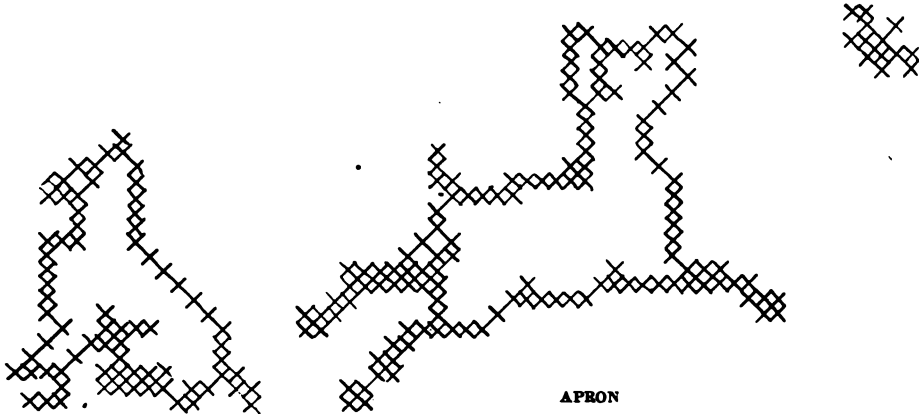
strand loose. Continue tying knots in this way until the work is about twelve inches deep, then place the sides together and join by means of the loose strand (Fig. 9). Fasten the bottom by tying the opposite sides together. Trim the ends, allowing two inches for fringe at the bottom. Shred the ends with a needle, making fine and fluffy. A flat braid of raffia is used for the draw-string through the loops at the top.



SCARF

Second Week, Lessons 1 and 2

KNOTTED BAG OF RAFFIA.—A loop one inch in diameter, knotted together, is used at the bottom of the bag to start the knotting from. Twelve strands of raffia, each one folded in half, are fastened to the ring by a buttonhole-stitch (Fig. 10). Take the strands in pairs and tie an overhand knot (Fig. 11) in each pair about one inch from the loop. When one row of knots is completed make a second row about one and one-fourth inches from the first, and after that a row about one and one-half inches from the second. Now take twelve more strands of raffia to make the buttonhole bars through the center of the bag. Each new piece of raffia is to be folded in half and fastened with a buttonhole-stitch around the last knots (Fig. 12). Now hold the foundation strands with the left hand and with the right make a buttonhole-stitch around them, using the new strand on that side. Then reverse the process, holding the foundation strands in the right hand and making a buttonhole-stitch around them with the left hand. Continue in this way alternately until eleven stitches have been made with



each hand. Push them up firmly together and tie an overhand knot with the foundation strands over the ends of the new strands. They may then be cut off as closely as possible to the knots. When the twelve bars are finished lay the bag on a drawing board or a piece of cardboard, spreading it out flat, and arrange the bars at equal distances apart, putting a pin through each and into the board underneath, so that it is held firmly in place, as shown in Figure 13, then divide the foundation strands, taking one from each of the bars that are side by side; tie them with an overhand knot so that they form a circle at the ends of the bars. Add three more rows of over-

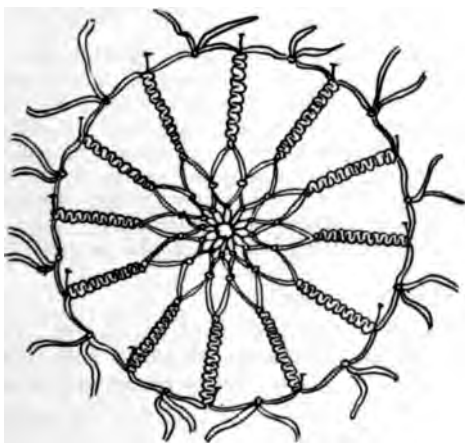


FIG. 13

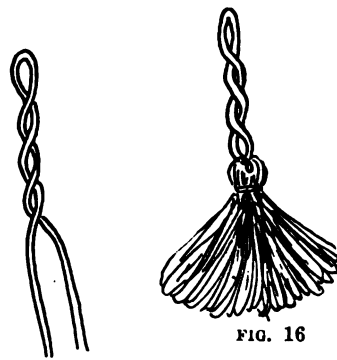


FIG. 15

FIG. 16

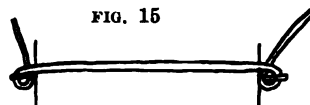


FIG. 17

hand knots, allowing the meshes to grow smaller and smaller, which makes the bag draw in at the top, and make an inch loop at the ends. Use a flat braid of raffia for the draw-string,—or a ribbon is very neat for this. The bag should then be lined with a piece of plain silk, of a color to harmonize with the bag.

Third Week, Lessons 1 and 2

CLOTHES-BRUSH.—Wrap thirty or forty strands of raffia around a text-book. Slip off and tie firmly through the center (Fig. 14). A piece of No. 4 rattan that is pliable from an hour's soaking should be bent in the middle and twisted three or four times (Fig. 15). Put the ends around the raffia, one on each side, and cross underneath. Fold the raffia down over the ends of the reed and tie around very firmly (Fig. 16). Cut the loops of raffia and trim the ends. Comb out the ends with a strong needle.

Fourth Week, Lessons 1 and 2

SOFA PILLOW TOP.—Use an 18 x 18 inch board for the loom. Place brads one-half inch apart along opposite sides. Use six or seven pieces of raffia to form a strand. Fasten on opposite brads by twisting around once with the ends underneath and drawing tight (Fig. 17). Leave six inches of the ends for fringe. Take strands of some harmonious color for weaving. As you remove from the loom, knot the strands in pairs, then comb out the fringe with a needle and trim evenly.

PRIMARY DIVISION

Fourth Month, First Week, Lessons 1 and 2

Box.—Two 4-inch circles, one for the top and one for the bottom of the box, prepared as the basket of round circles previously described. Make a strip for the cylindrical sides like a napkin-ring, large enough to fit the outside edge of the circles. Sew around the bottom of the box, and fasten the lid at one place to serve for a hinge.

Second Week, Lessons 1 and 2

PENCIL-HOLDER.—A piece of T. K. matting 6 x 6 inches. Baste a half-inch strip of strawboard across the top and bottom edges and up one side. Cover with buttonhole-stitches of raffia (Fig. 5).

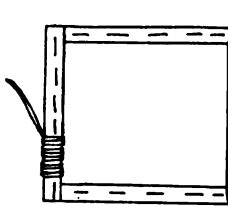


FIG. 5



FIG. 6

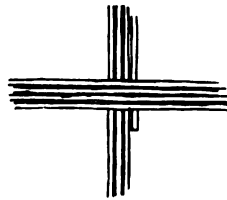


FIG. 7

Sew the two sides together, making a cylinder. Lap the one with the strawboard edge a half inch over the other side. Fit a small circle of strawboard inside at the bottom, sewing it in place. Sew a short braid of raffia at the top for a handle. These little cases hung at each desk are a decided improvement over the noisy "pencil box."

Third Week, Lessons 1 and 2

RATTAN MAT.—Eight strips of No. 4 rattan, 20 inches long. Place these with a coil of No. 2 rattan in a basin of water, and soak for an hour. Then take four of these strips and cut a short vertical slit exactly in the middle of each one (Fig. 6). Slip the other four strips through these slits to form a cross (Fig 7). Next cut off one strip two inches from the center to make the uneven number of spokes. Spread the spokes to regular intervals. Take No. 2 reed and, beginning at the center, weave in a circular manner over and under the spokes, keeping the mat perfectly flat. To splice the reed, run the ends down along the spokes. When sufficiently large, finish by curving the spokes and running the ends down alongside the spokes to the right.

Fourth Week, Lessons 1 and 2

RATTAN BASKET.—Work the same as above for the bottom of the basket. Then turn the spokes up at right angles to the bottom, and draw the No. 2 reed tighter as you weave. Shape the basket into any form you desire. Finish top as you finished the edge of the mat.

ADVANCED DIVISION

Fourth Month, First Week, Lessons 1 and 2

INDIAN COIL BASKET.—To make this, strands of raffia are collected at one end,



COMPLETED ARTICLES MADE BY PUPILS

wrapped with another strand, and sewed into a coil. The stitches holding the coil together may be around two coils (Fig. 18), or they may pierce the inner coil (Fig. 19). The stitches should never be more than one-half inch apart. When the winding and sewing strand becomes too short, it is simply dropped into the coil, and another one taken. As the coil begins to taper, it can easily be replenished by adding a few strands at a time; the winding strand will be smoothly wound over all ends, and will conceal them. This sort of basket may be made any shape or size desired. To weave in a little pattern of color, drop winding strand into the coil, and use a colored one; then drop the colored strand into the coil, pick out the natural-colored one, and go on winding with that, changing in this way from one to the other as desired. Plan the colored spaces to come at regular intervals. The Indian designs are particularly effective for decoration, but any square-cornered design may be used.

Second Week, Lessons 1 and 2

SPLINT BASKET (OR PAPER).—Use splints or strips of paper about one-half inch wide or less. Weave fourteen-inch strips across twelve-inch strips. Shift until it is woven closely and exactly in the center for the bottom of the basket, then fold up the ends of the strips until they stand perpendicular to the bottom. Now take a long strip and weave around, passing the ends over each other to hold firmly in place. When the sides are high enough, fold one or two ends down over the top strip on each side. This will keep the sides in place. Cut off the rest of the ends even with the top.

Third and Fourth Weeks

REED AND RAFFIA BASKETS.—Soaked No. 4 rattan is used for the foundation of the coils. Wrap with raffia as in the raffia coil basket. The stitches are various, each



FIG. 18

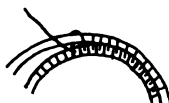


FIG. 19



FIG. 20

making a different basket. The coils may be buttonholed together; or the stitch joining the coils may be loose and twisted between, giving a lacy appearance; or two coils may be wound together for one-fourth inch at quarter-inch intervals, the next row winding between these squares and dividing the coils joined by the previous winding (Fig. 20).

PRIMARY DIVISION

Fifth Month

WITH the return of spring the desire for outdoor life grows insistent, and little feet and hands tingle with the impulse to paddle in mud and start that most enticing of all occupations, the bakery. The teacher of to-day brings this safe and natural play within the reach of the pupil, and turns this energy into a channel that will bring returns both now and in all after-life.

Clay can be obtained from any school supply company, either in a

hard mass or in what is called clay flour. I would recommend the latter, for it is a little more convenient to handle, I think. A box (5 lbs.) will furnish enough for fifteen to twenty pupils, and the clay can be used over again. No matter how dry it becomes, a little water will make it pliable again.

Select objects that are recognizable by form. Apple, peach, pear, lemon, muskmelon, banana, grapes, nuts, potato, squash, onion, turnip, rabbit, duck, goose, chicken, are all good for form, and are easy to make.

In working the clay, lay a sheet of drawing-paper on each desk, and require the child to keep his clay over this. There is no need for the floor, clothes, etc., showing that clay has been used. Mold the clay with the balls of the fingers, not with the palm of the hand. Rolling or rub-



bing the clay makes it dry rapidly on the outside, while it remains soft inside, thus giving it the unhealthy shiny appearance clay workers avoid.

If a projection is needed at any place, add a piece of rough clay to the mass at the desired point, and mold after it has been so thoroughly worked into the mass that it is a part of the mass itself and no crack is visible. In making the stem of the apple do not form a stem and stick it on, for as soon as dry it will fall away from the apple; but punch up a part of the sphere into the shape of a stem, or add a new lump to the sphere as just directed.¹

The crease around the peach can be made by a string. The eyes in the potato are impressions of the finger-nail and the point of a pencil. The fingers, and occasionally the pencil or penknife, are all the tools needed, and much more valuable work is done with them than with purchased tools. As far as possible have the objects themselves for the

¹ All the articles in the two pictures on this and the next page have been made by pupils in Battle Creek Academy, nearly all by those of the first and second grades.

upils to copy. Where this is not advisable, as in the case of animals, let the children have a second chance to model the animal, and between times encourage them to observe all points that they were not sure of.

How beautifully this work correlates with the Primary Bible of the first term! By all means, review points made last fall; they can not be so firmly fixed in mind. I have known students in the eleventh grade to be undecided whether vegetation or the solar system was created first — a rather important point in distinguishing true and false science. In modeling the grapes, tell of the bunch brought back by the ten spies from the land of Canaan — typical of the fruit of the future Canaan.

Much work can be nicely done in relief. Make an oblong or circular plaque by putting one daub of clay beside another and pressing them



together; it should be about one-fourth inch in thickness when done. Next take the rough clay and put it on the plaque in the general shape of the desired relief, and after pressing it solidly into the clay foundation, model it into shape.

Let the children illustrate their Bible, reading, and language lessons in the clay. The animals going into the ark, the test of Abraham, Jacob at the well, Joseph's dreams, story of Balaam, call of Samuel, David as shepherd, Esther before Ahasuerus, Daniel in the lions' den, the wise men, the flight into Egypt, the raising of Jairus's daughter, many of the parables and miracles, Peter in prison, etc., are stories in the Bible work that lend themselves readily to illustration. Of course, this illustrating will be very crude at first. In it the imagination plays a very strong part. Just a lump of clay here to represent something and another lump there, then let these lumps take on the attitude of the thing represented.

ADVANCED DIVISION

Fifth Month

- | | |
|---|---|
| 1 small note-book | 2 pieces thin tan leather 2½" x 2½" |
| 2 pieces strawboard 4" x 4" | 2 pieces brown bindery cloth .. 4" x 5" |
| 2 pieces strawboard ½" x 4" | 1 piece tan chambray 4" x 6½" |
| 1 piece thin tan leather 5" x 6½" | 2 pieces tan wrapping-paper ... 3½" x 3½" |

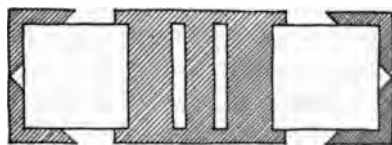


FIG. 1

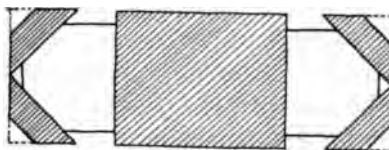


FIG. 2

Glue the large pieces of strawboard to the wrong side, the large piece of leather lapping one-half inch, and glue the small strips of strawboard in the center of the leather, placing them one inch apart. Cut the small leather squares in two diagonally, making four right-angled triangles for the corners. Glue these to the strawboard on the outside, allowing the edges to project one-half inch (Figs. 1 and 2). Cut off the lower corners of the bindery cloth (Fig. 3) so that it will just fit over the edges of the leather corners and back piece, glue this in place on the outside of strawboard, and it will also project one-half inch past the strawboard. Glue the edges down over the strawboard, and line the inside of the leather with the chambray (any thin cloth will do), turning in the edges neatly and gluing, and line the inside of the strawboard with the paper. Bore holes through the note-book where the narrow strips of strawboard are, or better, have some harness-maker set eyelets in these places. The leaves can be tied in through these holes, or rings can be used.

- | | |
|-------------------------------------|--|
| 1 large note-book | 1 piece red leather 5" x 10½" |
| 2 pieces strawboard 6½" x 9½" | 2 pieces black bindery cloth, 6½" x 10½" |
| 2 pieces strawboard 1" x 9½" | 1 piece chambray 5" x 9½" |
| 2 pieces paper 6" x 9" | |

The leather and large strawboard should lap one-half inch, the small strips should be glued on the leather one-half inch from the edges of the large pieces (Fig. 4). The bindery cloth should overlap the leather on the outside of the strawboard one-fourth inch, then the edges of the leather and cloth should be turned neatly over the strawboard and glued. Line the leather inside with the chambray, and the strawboard with the paper. Set eyelets or bore holes through the strips of strawboard about one and one-half inches from the top and bottom of the note-book. Fasten the leaves in with a shoe-string.

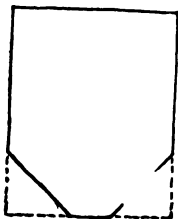


FIG. 3

CANDLE SHADE.—

A chance to apply some of the design work of the drawing class. Draw two concentric circles with diameters three inches and ten inches, respectively, cut away the inside of the three-inch circle and the outside of the ten-inch circle, fold in the center and cut in two, one half to be the pattern for the candle shade (Fig. 5). To decorate it, fold it into eighths, and let the creases serve as guide lines in drawing a design, for which you may use the one in Fig. 6 or make an original one.

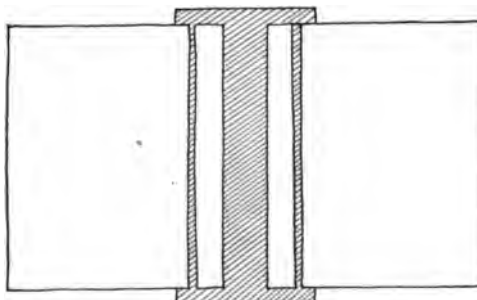
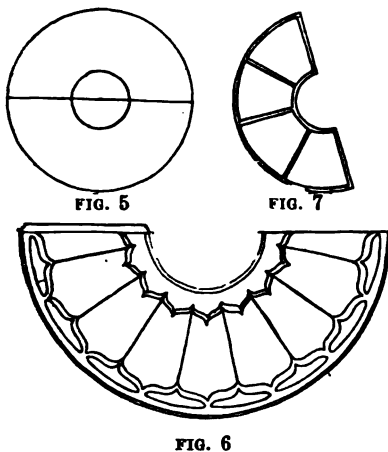


FIG. 4

Japanese rice-paper or a kind that is commonly called onion-skin paper, is best because while it is as transparent as tissue-paper, or perhaps more so, it is very strong and will also take water-colors beautifully; but any paper will do, even to ordinary wrapping-paper. If you use the transparent paper, simply place it over the pattern, and draw off



the design and shape of the pattern. Allow one-half inch at the end for lapping, also at the top and the bottom for turning under, and slash the latter so they will fit around curves. Cut out a skeleton form, consisting of a narrow edge at the top and the bottom and three or four connecting strips, from thin cardboard (Fig. 7). Lay the rice-paper over this and paste, turning the edges over neatly at the top and at the bottom, and lapping at the end. Slip the finished shade upon a candle shade holder (you can get one at any five-and-ten-cent store for five cents). These little shades can be used over a mica form, and then, of course, there will be no danger of catching fire.

CLAY STATUES.—Model a child from another class who will take some easy pose, as carrying a pail, sweeping, and planting flowers. Imagination work may represent persons of different occupations, as a blacksmith, a

postman, a shepherd. In this work ask such questions as, "What will distinguish this man from all those of other occupations?" "How should he be dressed?" "What should be around or near him?" "What should he be doing?" Do not attempt faces or any particular parts. Try to get good proportions and general attitudes. The same principles given in the primary division apply to all clay modeling.

BUSTS.—One pupil may sit for the rest to copy. It will be necessary for molders to change their viewpoint occasionally during their work, that they may have all sides right. Shape the head and shoulders first, then work out the features, building on here and digging away there. Busts descriptive of different races of people may be attempted: the Negro, with his thick lips, receding forehead, round eyes, kinky hair; the Indian, high cheek-bones, thin, bent nose, stoic expression, feathers; the Mongolian, slant-eyes and queue.

POTTERY.—Make a bowl for the first object. Press the clay into a ball, then start the hollow by pushing your thumbs and fingers into it. Wet the thumbs and fingers slightly, and with the thumb on the inside and fingers on the outside of the mass, draw the sides up gradually, keeping an even thickness of not less than a quarter of an inch. Make articles of various shapes and for various purposes. Suit the shape to the use; make the pottery as graceful and novel of form as you like, but do not let its pretty shape spoil its usefulness. A pitcher that will not pour, or a vase that is too easily upset is not a beautiful thing, no matter how pleasing to the eye. Plate, wash-basin, pitcher, vase, goblet, oatmeal bowl, and mug are some of the pieces that may be made. The object must be symmetrical, and of sufficient thickness. If made large enough and fired in a kiln, then glazed and fired again, the pottery can be really used. Following is a good mat-green glaze: Lead, 168 parts; spar, 111 parts; barium, 20 parts; oxid of copper, 4 parts. Mix thoroughly, grinding in a mortar. Then add water, stirring it well until it reaches the consistency of thick cream. This glaze will fuse at a temperature known as cone .06.

DEPARTMENT OF EDUCATION, S. D. A. BULLETIN, No. 5

LANGUAGE IN THE PRIMARY GRADES

FIRST PUBLISHED AS A SERIAL IN THE MAGAZINE
CHRISTIAN EDUCATION, VOLUME THREE



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Language in the Primary Grades

BY FRANCES A. FREY

Is language in the primary grades an important branch? Should it in the course of study be accorded a place of equal importance with that of reading or other subjects? Language may be or it may not be of great importance in the primary grades, or in any grades. To a class of children who are able to express their ideas freely and accurately, who say with as much ease, "I have no pencil," as many children say, "I ain't got no pencil,"—to such a class language study is not highly essential. But a model class is rarely to be found. Almost every class in any grade affords abundant opportunity to wage the great warfare against incorrect speech. So we do not merely admit the importance of language study, but we affirm that it should be written in large bold letters across the entire school curriculum.

"Please tell me just what to teach my little first grade in language; and what shall I teach the second grade, and the third grade?" inquires Miss Inexperience. Miss Experience replies, "I can give you no definite outline to follow. What you shall teach depends entirely upon your class." It is certainly true that no other subject is so unorganized and so indefinite as the subject of language. It is better so. It is well that no attempt be made to organize the work and to produce a definite outline. The language work for any class in any grade should depend entirely upon the needs of that particular class.

For the benefit of the inexperienced teacher, however, I shall briefly and in a general way state the scope of the work to be covered in the first grade: —

Conversational lessons based on child's previous knowledge.

Oral reproduction of stories from the Bible and nature studies.

Study of pictures and poems.

Oral drills based upon common errors.

Written forms: —

Sentence study: Use of period, interrogation mark, and exclamation point.

Capital letters: Proper names and all words referring to the Deity and the Scriptures.

Abbreviations: Mr., Mrs., Dr., St.

The teacher's first burden should be to discover the needs of her class. This can best be accomplished by means of little conversational lessons in which the children are encouraged to talk freely and fluently. It is not the purpose at this stage of the work to impart knowledge, but simply to have the children tell what they already know. Talk with them about their homes, their pets, toys, games, and friends. Encourage them to tell what they like to do, what they can do well, where they have been, and what they have seen. No corrections nor interruptions demanding complete sentences, should be made. Correctness of expression

should not be made to precede spontaneity of expression. Thus the teacher gains the love and confidence of the children, and quietly she can note the errors in oral expression, and use them as a basis for her language drills.

The development of new ideas naturally follows this preliminary work. The studies of the school curriculum furnish the best material for language work. Surely we have a bountiful supply ready at hand in our Bible and nature stories, rich as they are in any lore, be it botany, science, geography, or history. Let us not waste time and scatter the interest of the children by bringing in unrelated material.

The child comes to the language class after the Bible lesson, filled with the spirit of the Bible story; if encouraged, he is eager to talk, for he has something to talk about. The teacher may assist him in a logical reproduction of the story by keeping in mind herself a definite outline. For the first little lesson under the topic, "God, Our Father, Loves and Cares for All," the teacher should keep in mind an outline similar to this: —

Our loving Heavenly Father.
Our home, the wonderful world.
The great family.
Thankful children.

She may first get the story from the children, suggesting the topics in the outline one by one. Unconsciously the child grasps the order of the facts, and is able to tell the story as a whole independently of the teacher.

A few additional forms have been added to the list included in the language work provided for in the first reader. It is intended that the language given in the readers be enlarged upon and extended by the teacher. Any new language form should be presented orally by the teacher, and used in drills several days before it occurs in the reader in any exercise assigned to the children.

In planning an oral drill to establish a correct form of expression, the teacher should observe the following steps: —

1. Presentation: —
 - a. Imaginary situation
 - b. Use in sentences
 - c. Reading written form
2. Drill: —
 - a. Copying of written form
 - b. Writing from dictation
 - c. Use in original sentences
3. Application — stories, oral and written

Illustration: Drill on the verb *went*: —

1. Call three children to the desk, whisper to them three different places to go, then count three, and have them all go at once. "Who can tell where each one *went*?" Have four or five try the next time, and so on as long as the game lasts.

Close your eyes and dream that you are taking a trip to some nice place that you should like to visit. Open your eyes and tell where you *went*. "I *went* to the city." "I *went* to the seashore."

Tell where you *went* to buy bread; to buy fruit; to buy pencils; to buy books; etc.

2. Write the word *went* on the board in large round letters. Have the children watch while you trace the word on the board. Let them trace the word in the air and then write it on the board. Erase your word, and have them write it from memory.

3. STORY.—God loved Abraham. God wanted to save him. The people around Abraham did not worship God, so God told Abraham to leave his home. Abraham *went* to the land of Canaan. First he *went* to the beautiful land of Shechem. Then he *went* to other places in the land of Canaan. A great famine came upon the land. Abraham then *went* down into Egypt for a while. When the famine was over, he came back to Canaan.

It will require two or possibly three days in which to accomplish this amount of work. The little story in which the verb *went* reoccurs, should be told by the teacher and reproduced orally by the children. It is a short, simple narration, but it affords the desired drill, and dispenses with any excuse for the use of fairy stories and meaningless tales.

Observing the steps followed in the suggestive treatment of the verb *went*, we shall give a few additional concrete examples. The verbs selected are those in constant daily use.

Devices for teaching *saw*: —

1. Go to the window and look, and returning to your desk say, "I saw some trees." Send as many children to the window as you have time for, having them return to their seats and say, "I saw a —."

Hold up a picture before the class. Allow the children to study it a few moments. Then turning it around say, "Now, tell me what you saw."

Put a number of objects on your table, such as a knife, cup, apple, ball, doll. Allow the children to visit you for a moment at your desk, and on returning to their seats have them tell what they saw.

2. Get this sentence from the children, "I saw you." Write it upon the board in different places around the room. Allow the children to copy the sentence on paper a number of times. Later, erase the sentences on the board and have the children write from dictation.

3. STORY.—In their journey to the promised land, the Israelites stopped at the river Jordan. They wanted to go across, but they were afraid. So they sent Joshua and eleven other spies across to look over the land beyond the river. The spies *saw* great giants. They *saw* large clusters of grapes. They *saw* plenty of honey and milk. They *saw* that the land was beautiful. They went back to the people. They brought some grapes with them. They had much to tell the people about what they *saw*.

12. Write the following words in two columns, in the first the words that mean one, in the second the words that mean more than one: —

flowers doll trees dogs baby mother birds leaf

13. Write the names of —

Three things that are green
Two things that are sweet
Four things that are hard

Two things that fly
Two things that crawl
Three flowers

If possible, all seat work in language should be done under the immediate supervision of the teacher. Careless habits are sure to creep in unless the little child is carefully guided in all his work. From the first, there should be uniformity in the form and arrangement of all written work.

Harry Brown

Language

Jan. 23, 1912

It would be well to keep on the board before the children a heading similar to the one above until the children form the habit of using it. It is not necessary to mark the papers except to grade them E, G, or F, as the case may be. But careful note should be made of all the mistakes, which may be used as a basis for further work.

Suggestions for Oral Exercises

1. One pupil may think of some object, and pupils and teacher, by asking questions, try to guess the object in question.

2. Let each child take the part of a character in a story, and tell his part of the story.

3. In describing an object, have the children tell —

When they saw it
Where they saw it
How it looked

4. In describing a person, have children tell —

Who he is
Where he is
What he is doing

5. Write present forms of verbs in a column, and have the children give the "yesterday's" form (past tense).

6. Have the children do something, then tell what they did.

I went to the window. I ran. I jumped. I brought you my book.

7. Write a verb on the board. Erase it quickly, and ask for a sentence.

8. Tell one child to be ready with a *came* sentence, another a *saw*, another an *ate*, etc. Have the children stand in a line, and quickly give the sentences.

9. Use flash-cards on which are drawn objects. Have the children tell what they saw, and what they ate.

Outline for Second Grade

Continuation of work in first grade: —

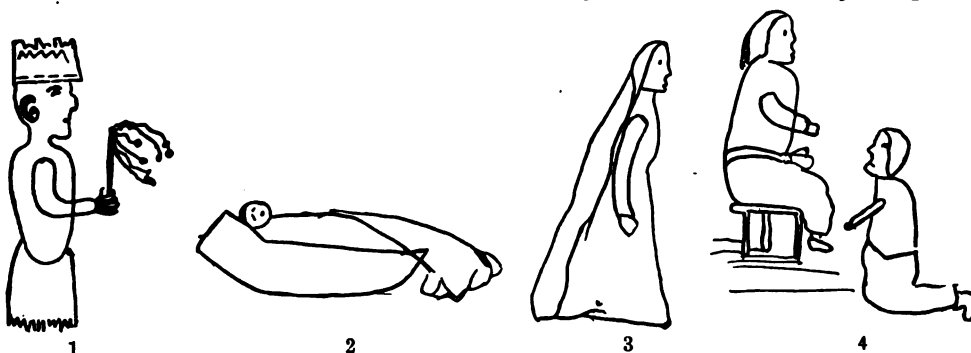
Capital letters	{ Months of the year Days of the week Places
Apostrophe	{ Possessives Contractions
Comma	{ Words in a series After direct address To separate too when it means also
Abbreviations	{ Months of the year Days of the week

The Use of Bible Material

The material of the Bible lesson may be used during the language period, like the following on the story of Moses: —

- | | |
|---------------------|-----------------------|
| 1. The wicked king | 3. Pharaoh's daughter |
| 2. Moses in the ark | 4. The loving teacher |

Have the children tell the story orally in paragraphs, following the outline on the board. The outline is given by the children. They delight



in seeing how many sentences they can give for the first paragraph, how many for the second, etc.

For seat work, or some means of expressive action, have the children illustrate with water-colors or crayons each paragraph.

The following is an illustration of second-grade work based upon the outline of the story of David: —

- | | |
|-----------------------|--------------------------|
| 1. Alone on the hills | 4. More and more jealous |
| 2. Songs of praise | 5. On his sword |
| 3. Very sad | 6. Trusting in God |



These are emotional phrases which the children choose as suggestive to them of the story. As the teacher tells the story, the children select the parts that help them to see a picture, or will help them to remember the story. Excellent expression in story-telling may be secured with

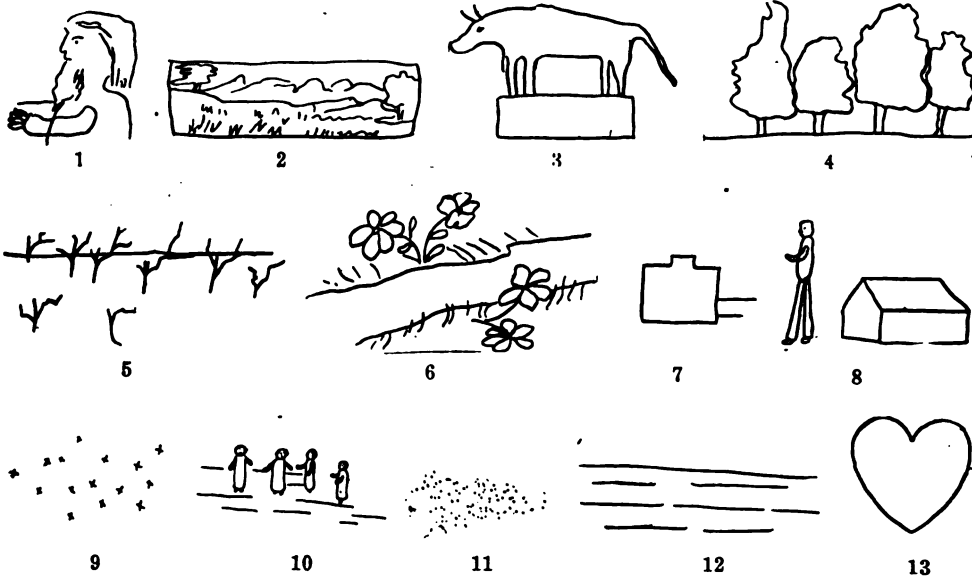
these phrases before the children. For seat work have the children tell, in free-hand cutting, the story as suggested by these phrases.

The following story was written by a second-grade pupil in answer to questions written upon the board:—

Abraham was a good (1).

He lived in the (2) of Haran.

Because the people worshiped (3) Abraham left, and went to the land of Canaan.



The land of Canaan was beautiful for its (4), (5), and (6).

Abraham built an (7) and thanked God.

One night God called Abraham out of his (8).

God told him to look up at the (9).

God told him that he should have many (10).

God also told Abraham that he should have as many children as the (11) of the (12).

Abraham believed God and his (13) was made glad.

Drill on *was* and *were*. Write the following sentences on the board, and have them read by the children:—

- | | |
|---------------------------------------|---|
| 1. The little boy <i>was</i> kind. | 1. The brothers <i>were</i> unkind. |
| 2. He <i>was</i> loved by his father. | 2. They <i>were</i> loved by their father. |
| 3. He <i>was</i> given a coat. | 3. The boys <i>were</i> shepherds. |
| 4. His coat <i>was</i> beautiful. | 4. They <i>were</i> jealous of Joseph. |
| 5. His father <i>was</i> good to him. | 5. They <i>were</i> sent out to tend sheep. |

Next erase these sentences, and have the children supply the proper word in the following sentences:—

- | | |
|------------------------------|---------------------------|
| 1. The little boy — kind. | 3. His coat — beautiful. |
| 2. They — jealous of Joseph. | 4. The brothers — unkind. |

Erasing these sentences, write new sentences containing *was* and *were*, and have the children change them from singular to plural, as the case may be.

The little boy was kind.

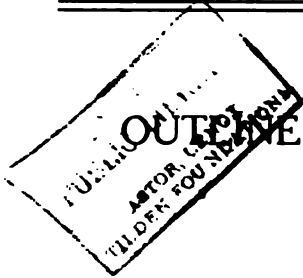
The little boys were kind, etc.

The children are now prepared to write original sentences containing *was* and *were*.

Drill on the homonyms *son* and *sun*: —

- | | |
|--|-----------------------------------|
| 1. The <i>sun</i> rose clear this morning. | 3. The <i>sun</i> gives us light. |
| 2. The king's <i>son</i> was brave. | 4. My <i>son</i> is coming home. |

Have the children spell and define each italicized word. Writing opposite the first sentence, have the children dictate another sentence containing the same (italicized) word.



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DECEMBER 3, 1911



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Outline Lessons in Prophetic History

BY MRS. H. A. WASHBURN

Part I

INTRODUCTION TO THE BOOK OF DANIEL

1. Author.
2. When written.
3. Time covered.
4. Contemporary prophets.
5. Daniel's age.
6. Division of the book into —
 - a. Narrative.
 - b. Prophetic.

Lesson I DANIEL A LATTER-DAY PROPHET

1. What is the book of Daniel designed to teach? Dan. 10:14.
2. To what time does it especially apply? Dan. 8:17, 19, R. V.
3. What was done with this book after it was written? Dan. 12:4.
4. When was it to be opened?
5. What does our Saviour say about understanding this book? Matt. 24:15.
6. What class alone will learn the lessons contained in the book of Daniel? Dan. 12:9, 10.

Notes.—1. "As a people we are called individually to be students of prophecy."—*T.*, *V.*¹ p. 708.

2. "Daniel and the Revelation must be studied, as well as the other prophecies of the Old and the New Testament. . . . The Holy Spirit shining upon the sacred page will open our understanding, that we may know what the truth is."—*MS.*, May 5, 1897.

3. "The perils of the last days are upon us, and we should watch and pray, and study and heed the lessons that are given us in the books of Daniel and the Revelation."—*T.*, *VI*, p. 128.

4. "Those who eat the flesh and drink the blood of the Son of God will bring from the books of Daniel and the Revelation truth that is inspired by the Holy Spirit. They will start into action forces that cannot be repressed. The lips of children will be opened to proclaim the mysteries that have been hidden from the minds of men."—*R. & H.*, Aug. 17, 1897.

5. "There is need of a much closer study of the Word of God; especially should Daniel and the Revelation have attention as never before in the history of our work."

6. "The light that Daniel received direct from God was given especially for the last days. The vision he saw by the banks of the Ulai and the Hiddekel, the great rivers of Shinar, are now in process of fulfilment, and all the events foretold will soon come to pass."

7. "Consider the circumstances of the Jewish nation when the prophecies of Daniel were given."

¹ The following abbreviations are used in these lessons: *T.*, "Testimonies for the Church," volume being indicated by Roman numerals; *G. C.*, "Great Controversy;" *D. of A.*, "Desire of Ages;" *P. & P.*, "Patriarchs and Prophets;" *D. & R.*, "Daniel and the Revelation" (edition 1897); *E. W.*, "Early Writings;" *S. of D.*, "Story of Daniel;" *S. of P.*, "Seer of Patmos;" *E. of P.*, "Empires of Prophecy;" *G. N.*, "Great Nations of Today;" *Ed.*, "Education;" *R. & H.*, *Review and Herald*.

Lesson II Reading of Daniel 1.**Lesson III** **JUDAH'S CAPTIVITY**

1. To what experience of the people of God is our attention called in the opening words of the book of Daniel? Dan. 1:1, 2.
2. Why did the Lord permit this oppression of his people? Jer. 25:1-11. T., V, pp. 454, 455.
3. Had the Lord forewarned them of this? Deut. 28:49.
4. When was definite warning of captivity to Babylon given to Judah? 2 Kings 20:16-18.
5. To what king was the announcement repeated? 2 Kings 22:1, 16, 17; Jer. 5:15.
6. In what years B. C. did the seventy years' captivity begin and end?
7. What solemn lesson should this record of Israel teach the people of God today? T., V, pp. 455-457, 563.

Lesson IV **TRUE EDUCATION**

1. Who were Jehoahaz, Jehoiakim, and Zedekiah?
2. What other young men lived at the same time? Dan. 1:6.
3. How did Zedekiah's education lead him to regard the word of God and the testimony of his prophet? 2 Chron. 36:12; Jer. 36:12-20.
4. Describe the education of Daniel and his fellows. Deut. 6:3-9, 20.
5. Why were they taught to seek wisdom? Job 28:28.
6. Whom did they recognize as their teacher? Isa. 48:17; Ps. 94:12; Job 36:22.
7. Were the Scriptures their only study? Job 12:7-9.
8. Did this education make them deficient in knowledge of the sciences or the essential branches of education? Dan. 1:4.
9. Did Daniel's education bring him success in this life? Dan. 1:19, 20; 2:48, 49; 3:30; 5:29; 6:1-3.
10. Did his education prepare him for anything other than this life? Dan. 12:3.

Lesson V **CHRISTIAN EDUCATION STANDS** **Dan. 1: 4-21**
THE TEST

1. Daniel's early education fitted him to be chosen for what work? Dan. 1:4-6.
2. What food was provided for these young men? Verse 5.
3. What had they learned regarding this? Lev. 10:9-11; 11:43-45; Prov. 20:1; 23:29-32, 1-3.
4. What did they purpose? Dan. 1:8.
5. What risk did they run in their adherence to the principles of healthful living? Verse 10.
6. How did God honor their faith? Verses 11-16.
7. What did God do for them in their course of study? Verse 17.
8. How did they compare even with their teachers? Verse 20.

9. What was the secret of their superiority? Ps. 119:98-100.
10. What lessons can you see in this chapter for young people and for parents in the "time of the end"?

Lesson VI OUTLINE OF CHAPTER I [Sample]

- I. The Captivity —
 1. When.
 2. By whom.
 3. Of what and whom.
- II. Nebuchadnezzar's Jewish Class —
 1. Who were chosen.
 2. How many chosen.
 3. Mental qualifications.
 4. Physical qualifications.
 5. Why chosen.
 6. The king's plan.
- III. Special Members of the King's Class —
 1. Hebrew names.
 2. Babylonian names.
- IV. Daniel's Purpose —
 1. Daniel's request of Ashpenaz.
 2. Daniel's request of Melzar.
 3. The trial and its results.
- V. The Three Years' Course —
 1. The teacher.
 2. Extent of knowledge.
 3. Final examination.
 4. Result of examination.

Lesson VII Reading of Daniel 2.

Lesson VIII NEBUCHADNEZZAR'S DREAM Dan. 2: 1-23

1. What were Nebuchadnezzar's thoughts when God gave him the dream?
2. How did the dream affect him?
3. Whom did the king call?
4. What was promised them if they told the dream?
5. What did they agree to do?
6. How did the king regard this?
7. What command was given?
8. When Daniel heard of it, what did he do?
9. Why was Daniel not sought at the first as at the last?
10. How was Daniel's faith manifested, and how was it honored?

Lesson IX INTERPRETATION OF THE DREAM Dan. 2: 25-44

1. Who presented Daniel to the king?

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Lesson IX INTERPRETATION OF THE DREAM Dan. 2:25-44

1. Who presented Daniel to the king?

2. What question did the king ask Daniel?
3. To whom did Daniel give the honor for the interpretation?
4. What did God design to make known by Nebuchadnezzar's dream?
Dan. 2:28, 29.
5. Describe the image and tell what happened to it. Verses 31-35.
6. What was represented by the head of gold? Verses 37, 38.
7. What kingdom succeeded Babylon? Verse 38; 8:20; 5:28, 30, 31.
8. What was the third empire, and when was it established? Verse 39;
8:21.
9. What was the next world empire? Luke 2:1.
10. What is to be the next great universal kingdom? Dan. 2:44.

Lesson X INTERPRETATION OF THE DREAM (Concluded)

1. What was predicted concerning the fourth kingdom? Dan. 2:41.
2. Into how many parts was it to be divided?
3. When was Rome divided into ten parts? — 476 A. D.
4. Name the ten kingdoms. Draw map.
5. Give present names.
6. What did the mixture of iron and clay in the feet signify? Verse 42.
7. How were the divisions of the Roman Empire to try to unite? Verse 43.
8. When will the God of heaven set up a kingdom? Verse 44.
9. How did the king feel toward Daniel? Verse 46.
10. What honor was conferred on Daniel? Verse 48.
11. What request did Daniel make?

Lesson XI Outline of chapter 2.

Lesson XII Reading of Daniel 3.

Lesson XIII THE GOLDEN IMAGE Dan. 3:1-18

1. What did Nebuchadnezzar command to be made? S. of D., p. 39.
2. Describe this image.
3. What seems to be indicated in his now making *all* the image of gold?
4. Who were invited to the dedication of the image?
5. Describe the dedication. Dan. 3:3-7.
6. What accusation was made against the Jews by the Chaldeans? Verses
8-12.
7. Whom did the king command to be brought before him?
8. Why was Daniel not with his companions?
9. What question did the king ask these young men? Verse 14.
10. What were the conditions of the second opportunity given them?
Verse 15.
11. What character was displayed in the answer given by the three
Hebrews?

Reading.—“Story of Daniel,” pp. 39-43.

Note.—The events of this chapter took place twenty-three years after the events of chapter 2.

Lesson XIV THE FIERY FURNACE Dan. 3: 19-30

1. How were the feelings of the king changed toward these young men?
2. Relate the experience that followed.
3. Why had they no fear? (Faith—knew the power of God.)
4. How are Christians instructed to relate themselves to the ruling powers? Rom. 13: 1.
5. Why did God not punish the three Hebrews for disobeying the king? Acts 5: 29; Matt. 22: 29.
6. How was God glorified in the outcome of this matter?
7. What encouraging thoughts may Christians derive from this record with regard to affliction and tribulation?
8. What parallel experience lies before the people of God today? Rev. 13: 14, 15.

Reading.—“Story of Daniel,” pp. 48, 49.

Lesson XV Outline of chapter 3.

Lesson XVI Reading of Daniel 4.

Lesson XVII NEBUCHADNEZZAR'S DECREE

Make an outline, and from it write a synopsis of chapter 4.

Lesson XVIII Reading of Daniel 5.

Lesson XIX BELSHAZZAR'S FEAST Daniel 5

1. Who was Belshazzar, and during what time did he reign?
2. Describe the scene of the feast.
3. Were these people without a knowledge of God and his truth?
4. During this idolatrous feast, what mysterious thing happened?
5. How was the king affected?
6. Whom did he summon, and what offers did he make to them?
7. What acknowledgment were they forced to make?
8. What wise counsel was given by the queen?
9. When Daniel was brought in, what question did the king ask him?
10. What had the king heard concerning Daniel?
11. What promises were made to Daniel, if he would give the interpretation of the writing?
12. Give Daniel's answer.
13. To show God's dealing with Nebuchadnezzar, what experiences did Daniel relate?
14. What reproof was given to Belshazzar?
15. Give the writing and its interpretation.
16. What position was Daniel found occupying, and what was his fate?
17. How soon was the prophecy given in the writing fulfilled?
18. Who took the kingdom, and how old was he?

19. What lesson can you see in this record of Belshazzar for the young people in the "time of the end" who have a knowledge of present truth?

Readings.—"Story of Daniel," chaps. 5, 6; "Daniel and the Revelation," chap. 5.

Note.—Nebuchadnezzar reigned forty-three years.

His son, Evil-Merodach, two years, 561-559 B. C.

His son-in-law, Neriglissar, four years, 559-555 B. C.

His son-in-law, Nabonadius, seventeen years, 555-538 B. C.

His grandson, Nabonadius's son, Belshazzar, associated with his father till the kingdom fell in 538 B. C.

Lesson XX

THE FALL OF BABYLON

1. Of what is Babylon and its fall a type? Rev. 14:8; 17:5, 18.
2. Was it God's desire that Babylon should be destroyed? Jer. 51:9.
3. What did God declare concerning ancient Babylon? Isa. 13:19-22; Jer. 51:13, 14.
4. What circumstances connected with the fall of Babylon were predicted beforehand by the prophets?
 - a. The sign to God's people. Jer. 51:45, 46.
 - b. The conquering king and nation. Isa. 13:17; 21:2; 45:1-4; Jer. 51:11.
 - c. The draining of the river. Jer. 50:38; 51:36; Isa. 44:27.
 - d. In the night. Isa. 21:4.
 - e. Amid feasting and pleasure. Isa. 21:4, 5.
 - f. The king's fear. Isa. 21:3, 4.
 - g. Calling of the wise men. Isa. 47:13, 15.
 - h. The open gates. Isa. 45:1.
 - i. The alarm. Jer. 51:31, 32.
 - j. Arise from the table to battle. Isa. 21:5.
 - k. Many die while drunk. Jer. 51:39, 57.

Lesson XXI Outline of chapter 5.

Lesson XXII Reading of Daniel 6.

Lesson XXIII

DANIEL IN THE LIONS' DEN

Daniel 6

1. What position was assigned to Daniel in the Medo-Persian Empire?
2. How did the other officials feel toward him?
3. What did they seek to find?
4. What kind of business man was Daniel?
5. Upon what only could accusation against him be based?
6. Who went to the king? and what plan did they present to him?
7. What was the result of their petition to the king?
8. How did Daniel show his faithfulness to the God of heaven?
9. When these men found that Daniel continued to pray as before, how did they present the matter before the king?
10. How did this affect the king?
11. How did he show his confidence in Daniel?

12. When the men continued to press the matter, what did the king command to be done?
13. What did the king say to Daniel before he was cast into the den of lions?
14. How was the mouth of the den secured?
15. How did the king spend the night?
16. Give the words of the king to Daniel, and his reply.
17. Why was Daniel protected?
18. Give the fate of Daniel's accusers.
19. What decree was made by Darius?
20. How many people were brought to a knowledge of the true God by one act of faithfulness to duty?

Lesson XXIV Outline of Chapter 6.

Lesson XXV

Daniel 7

Read the scripture several times, picturing the vision in your mind until you see it all clearly and vividly. Be able to tell just what Daniel saw, and in the proper order.

Lesson XXVI

DANIEL'S VISION

Dan. 7: 1-6

The Lion, the Bear, and the Leopard

1. In what year was Daniel's great vision of the future given?
2. What is symbolized by the winds? Zech. 7: 14; Jer. 25: 31-33.
3. What by the sea? Rev. 17: 15.
4. What did the four beasts represent? Dan. 7: 17, 23.
5. What was to succeed these four kingdoms and their division? Verses 18-27.
6. To what in the image of the second chapter does each of these beasts correspond, and what is symbolized by each?
7. What is indicated by the eagle's wings, and in what period of Babylonian history was this seen? S. of D., pp. 90, 91.
8. Name the kings succeeding Nebuchadnezzar, and show the meaning of the plucking of the wings, etc.
9. By what symbol was Medo-Persia represented?
10. What was its character? S. of D., p. 91.
11. Give the names of some of the more prominent Persian kings, and the time of their reign.
12. By what symbol was the third kingdom represented?
13. What is indicated by the four wings and four heads of the leopard? S. of D., p. 92.

Readings.—"Story of Daniel," pp. 90-92; "Daniel and the Revelation," pp. 115, 116.

Notes.—Darius the Mede took the kingdom 538 B. C.
Cyrus the Persian liberated the captives 536 B. C.
Cambyses, 529-522.
Gometes, 522-521 (eight months).
Darius Hystaspes, 521-485.
Xerxes, 485-465.
Artaxerxes Longimanus, 464-425.

Lesson XXVII THE NONDESCRIPT BEAST [Sample]

1. Of which beast did Daniel wish to know particularly? Dan. 7:19.
2. Describe this beast. Verses 7, 19.
3. To what does it correspond in the image of Daniel 2?
4. What is symbolized by the fourth beast?—Pagan (heathen) Rome.
5. When did Rome become recognized as the great power of the world, and when did she fall?—168 B. C. and 476 A. D.
6. What great event took place during this period?
7. What kingdoms did the ten horns represent?
8. What became of these various heads which Daniel saw in his vision? Verses 11, 12.

Readings.—"Story of Daniel," pp. 92-94; "Daniel and the Revelation," p. 118.

Notes.—1. The fourth beast is identical with the legs of iron in the image shown to Nebuchadnezzar.

2. "Polybius dates from the battle of Pydna [168 B. C.] the full establishment of the empire of Rome. It was, in fact, the last battle in which a civilized state confronted Rome in the field on a footing of equality with her as a great power: all subsequent struggles were rebellions, or wars with . . . the barbarians."—*E. of P.*, p. 244.

3. "There was a time when the Roman Empire had a most wonderful opportunity to accept the true God. Rome was the universal kingdom during the life of Christ. . . . To the Roman kingdom, heaven itself was poured out in the person of the Saviour, and it was Rome that nailed him to the cross. It was a Roman seal on his tomb, and a Roman guard at his grave."—*S. of D.*, p. 94.

4. Names of the ten kingdoms:—

- | | |
|----------------|----------------------|
| 1. Alemanni | 6. Angles and Saxons |
| 2. Franks | 7. Lombards |
| 3. Visigoths | 8. Ostrogoths |
| 4. Burgundians | 9. Vandals |
| 5. Suevi | 10. Heruli |

Requirements.—Copy chart, and draw a map of the ten kingdoms.

Lesson XXVIII THE LITTLE HORN

1. What remarkable change did Daniel see take place among the ten horns?
2. Describe the appearance of the little horn.
3. What did the angel declare this little horn represented? Verse 24.
4. What kind of kingdom was it to be? Verse 24.
5. What is the Papacy?
6. What bishop was made the head of the church?—The Bishop of Rome.
7. When, then, was the Papacy established?—538 A. D.
8. How does Paul describe the rise of this kingdom? 2 Thess. 2:3, 4.
9. When did the falling away in the Christian church begin? Verse 7.
10. How did the church first depart from the simplicity of the gospel?
11. What caused Christianity to become popular?
12. Who then entered the church, and what did they bring with them?

Readings.—"Great Controversy," pp. 384, 385, 50, 42, 43.

Notes.—1. The Papacy is a *spiritual kingdom* in the church, of which the Pope is the head.

2. Justinian made a decree in 533 A. D. that the Bishop of Rome should be the head of the church. The decree could not go into effect until the overthrow of the three opposing kingdoms,—the Ostrogoths, Vandals, and Heruli,—the last being overthrown in 538 A. D.

Lesson XXIX A BLASPHEMOUS AND PERSECUTING POWER

1. What kind of words did Daniel hear the little horn utter? Dan. 7:8, 11, 25.
2. What are some of the blasphemous titles assumed by the Pope?—
"Lord God the Pope," "Vicegerent of the Son of God," "King of kings and Lord of lords."
3. What blasphemous declaration was made in 1870?
4. What is the second characteristic of this power? Verses 21, 25.
5. How long was this power to make war with the saints? Verses 21, 22.
6. In "wearing out" the saints, were *all* to be destroyed? Matt. 24:22; 5:13.
7. What may we then expect in our day? G. C., pp. 579, 581.

Lesson XXX A LAWLESS POWER

1. What is the third characteristic of this power? Dan. 7:25.
2. What was the first time appointed by the Lord, and when did it begin and end? Gen. 1:5; Lev. 23:32.
3. Has the Papacy attempted any change in this "time"?
4. What was the second time appointed by the Lord at creation? Gen. 2:1-3.
5. What confession does the Catholic Church make regarding the change of the Sabbath? Read from Catholic catechism.
6. In what other commandment has Rome made a change?

Lesson XXXI "THE TIME APPOINTED"

1. At what time was the Papacy established as a spiritual monarchy?
2. For how long a time was this kingdom to continue? Dan. 7:25.
3. What is the meaning of "a time, and times, and half a time"? Rev. 12:6, 14.
4. For what does a day stand in symbolic prophecy? Eze. 4:5.
5. When did the 1260 years end?
6. What happened at that time?—The Pope was taken prisoner.
7. Will this be the end of the papal power? Dan. 7:21, 22.
8. What will be the final end of this power? Verse 11.

Lesson XXXII A JUDGMENT

1. Describe the scene shown to Daniel. Dan. 7:9, 10.
2. What solemn work did he witness?
3. Why is a judgment necessary before the everlasting kingdom is set up? E. W., p. 280 (old edition, p. 140).
4. Who is the judge? Ps. 50:6.
5. Who are the witnesses? Dan. 7:10.
6. How many books are opened? Phil. 4:3; Mal. 3:16; Matt. 12:36, 37; Jer. 2:22; Rev. 20:12.

7. Where is your name?
8. Do any other scriptures indicate that a work of judgment will occur before the second coming of Christ? Rev. 14:6, 14.

Lesson XXXIII Outline of chapter 7.

Lesson XXXIV Reading of Daniel 8.

Lesson XXXV PAGAN ROME

1. What did Daniel see come from one of the four horns? Dan. 8:9.
2. What does the little horn signify? — Rome.
3. Compare the symbols of this same kingdom in chapters 2 and 7.
4. Make a list of the things which Daniel saw the little horn do. Verses 8-12. (Write a list of at least eight things.)
5. Make a list of the things spoken by the angel regarding this power. Verse 23. (Write a list of at least ten things.)
6. How long was the power represented by the little horn to continue? Verse 25, compare with Dan. 2:34.
7. Then what other Roman power must the little horn represent besides the pagan Roman Empire, which came to an end in 476 A. D.?

Lesson XXXVI PAPAL ROME

1. In what respects does papal Rome so correspond to pagan Rome as to be fitly represented by the same symbol? Compare location, language, religion, spirit, policy.
2. How many times was Daniel shown the twofold history of Rome?
3. What did the little horn cast to the ground? Dan. 8:12.
4. What is defined as the truth? John 17:17; Ps. 119:142.
5. Tell how long a time the truth regarding the sanctuary and the law of God was to be trodden underfoot. Dan. 8:13, 14.
6. Tell how papal Rome had obscured the Bible truth.
7. What was then to happen? Dan. 8:14; Rev. 11:1, 19; Isa. 58:13.
8. What command did Daniel hear given to Gabriel? Dan. 8:16.
9. What point in the explanation did the angel reach? Verse 26.
10. What interrupted him at this point? Verse 27.
11. In what year did Gabriel come again to explain the remainder of the vision? Dan. 9:1.

Reading.—"Story of Daniel," pp. 113, 114.

Notes.—1. This little horn must be understood to symbolize Rome in its entire history, including its two phases, pagan and papal. Pagan Rome was remodeled into papal Rome.

2. "Twice Daniel had been shown the twofold history of Rome; first as a pagan power, when it was more cruel than any pagan government before it; and later as a professedly Christian power, when its cruelty far surpassed all the workings of paganism."—*S. of D.*, p. 113.

Lesson XXXVII Reading of Daniel 9.

Lesson XXXVIII THE BEGINNING OF TIME

1. What do we find Daniel doing in the ninth chapter? Verses 3-20.
2. What had he been studying? Verse 2. Compare Jer. 25:12; 29:10; Ezra 1:1.
3. What in his prayer seems to indicate that his mind was on his last vision? Verse 17.
4. How long a time had elapsed since that vision? Dan. 8:1; 9:1.
5. Who came to him while he was praying? Verse 21.
6. Why was Gabriel sent? Verse 22.
7. What encouraging words were spoken to Daniel? Verse 23.
8. What was the angel about to explain? Verse 23.
9. How long was the truth cast to the ground? Dan. 8:14.
10. For what does a day stand? Eze. 4:6.
11. How much of the 2300 years was allotted to the Jews?—490 days, or years. "Determined" means "cut off."
12. When was this period of 70 weeks to begin? Dan. 9:25.
13. What kings issued decrees to restore and build Jerusalem? Ezra 6:14. S. of D., p. 126.
14. What time did the third decree go forth? Ezra 7:7; margin, 457 B. C.
15. How many years are represented by the 70 weeks?
16. When did this period end?

Lesson XXXIX THE SEVENTY WEEKS

1. Into how many periods were the 70 weeks divided? Dan. 9:25-27.
2. What was to occupy the first seven weeks? Verse 25; Ezra 4:4-8, 23.
3. Who was to appear after 62 weeks more? Dan. 9:25, R. V.
4. When did Christ become the Messiah, or the Anointed One? Luke 3:21, 22 (A. D. 27); John 1:21; Acts 10:38.
5. What was to occur in the midst of the seventieth week? Dan. 9:27. (Cause the sacrifice to cease.)
6. What was to happen to the Messiah after the 69 weeks? Verse 26. (Messiah was to be cut off. He was crucified in the spring of A. D. 31, three and one-half years after his baptism.)
7. How was the gospel carried to the Jews during the remaining three and one-half years of the seventieth week?
8. To whom did the gospel then go? Acts 13:46 (A. D. 34).
9. How many of the 2300 years still remained, and to what date did they reach?
10. What was to occur at the end of the 2300 days? Dan. 8:14.

Lesson XL THE SANCTUARY

1. How does Paul describe the earthly sanctuary? Heb. 9:2, 5. Notice margin (holy).
2. Describe the court of the tabernacle, and the articles of service therein. Ex. 27:1-19; 30:17-21.

3. Describe the tabernacle and its furniture.
 - a. Size and structure. Ex. 25:1-30.
 - b. Apartments. Ex. 26:33.
 - c. Furniture of the holy place. Ex. 40:22-27.
 - d. Furniture of the most holy place. Ex. 25:10-12; Heb. 9:3, 4.
 - e. Contents of the ark. Ex. 25:21; Deut. 4:13; Heb. 9:4.
 - f. The Shekinah. Ex. 25:22; Lev. 16:2.
4. What similar articles of furniture did John see in the heavenly sanctuary? Rev. 4:5; 8:3; 11:19; 15:5.

Lesson XLI THE SERVICES OF THE EARTHLY SANCTUARY

1. Who were appointed to minister as priests in the earthly sanctuary? Ex. 28:1; Num. 3:10.
2. What garments were provided for the high priest?
3. What offerings were made daily in the sanctuary? Ex. 29:38-44.
(These were called the "continual burnt offering.")
4. How could an individual be cleansed from his sins? (This was called the "sin offering.")
5. In which apartment of the tabernacle were these offerings made?
6. How often was the service performed in the second apartment? Heb. 9:6, 7; Lev. 16:34.
7. Describe the service on this day. P. & P., pp. 355, 356.
8. Of what value were the sacrifices and offerings of the earthly sanctuary service? Heb. 9:9; 10:4.
9. When did they end as ordinances of divine service? Matt. 27:51; Dan. 9:27.

Readings.—"Patriarchs and Prophets," pp. 336, 337, 352-354, 350, 351.

Lesson XLII THE SERVICES OF THE HEAVENLY SANCTUARY

1. Are there two apartments in the heavenly sanctuary? Heb. 9:6, 24, 25; 10:10.
2. Who is our great High Priest? Heb. 8:12; 9:24.
3. In what apartment did Jesus begin his priestly ministration after his ascension? Heb. 8:5.
4. What does our High Priest offer in the heavenly sanctuary? Heb. 8:3; 9:11, 12.
5. Does he have a ministration in the second apartment? Heb. 9:23; 8:5; Dan. 8:14.
6. According to the type, when must this service occur?
7. What must be the nature of this service? Acts 3:19-21. (Last work of the gospel. Final cleansing from sin.)

8. As sins are forgiven and blotted out only on condition, what is necessary in order to ascertain who have complied with the conditions? G. C., pp. 421, 422; P. & P., pp. 357, 358.

Notes.—1. All the services of the earthly sanctuary were but a shadow of the heavenly.
2. When the cleansing is over, close of judgment; end of the world; everything decided.

Lesson XLIII INVESTIGATIVE JUDGMENT

1. Whom did Daniel see presiding at the investigative judgment? Dan. 7:9, 10; Ps. 90:1, 2.
2. Who are the numerous host standing before him? Dan: 7:10; Rev. 5:11.
3. What is their part in the judgment? Compare Heb. 1:13, 14; Ps. 34:7. Ed., p. 305.
4. By what standard are all judged? James 2:8-12; Eccl. 12:13, 14. "The law of God is the standard by which the characters and the lives of men will be tested in the judgment."
5. What books are used in the judgment? Give texts showing this. G. C., p. 481.
6. What does our Saviour do in the judgment? 1 John 2:1; Matt. 10:32, 33; Rev. 3:5.
7. Upon what conditions are sins forgiven and finally blotted out? 1 John 1:9; Acts 3:19; 1 Tim. 5:24; Matt. 10:32, 33; Heb. 3:14; Prov. 28:13; Eze. 35:15; Rev. 3:5.
8. What considerations and allowances are made in the judgment? Ps. 87:46.
9. What will be done for those who have complied with the conditions, and have been faithful to the end? Matt. 10:32; Acts 3:19; Rev. 3:15; Isa. 43:25; 44:22, 23; Jer. 31:34. G. C., pp. 483, 485.
10. What will be done with the record of those who once served God, but who have turned from him and whose record shows sins unconfessed? Eze. 18:24; Rev. 3:5. G. C., pp. 486, 487.
11. What solemn decree goes forth at the conclusion of the judgment? Rev. 22:11, 12.
12. What does the Saviour do with the sins which have been confessed and from which the sanctuary has been cleansed? Rev. 20:1-3. Compare Lev. 16:21, 22.
13. How long a time was occupied in the service of cleansing the earthly sanctuary? For how long a time has the cleansing of the heavenly sanctuary been in progress? What must we then soon expect?
14. What warnings are addressed to those who are living at the time of the judgment? Mark 13:33-37; Luke 12:35-40; 21:34-36; Zeph. 2:14-22; Rev. 3:14-22. G. C., pp. 488-491.

Lesson XLIV Outline of chapters 8 and 9.

Lesson XLV Reading of Daniel 10.

Lesson XLVI**DANIEL'S LAST VISION**

1. When was this vision given, and what was Daniel doing at the time?
Dan. 10:1-3.
2. For what was Daniel praying and fasting? Verse 12.
3. When was his prayer heard?
4. Why was there a delay of three weeks in the answer of his prayer?
Verse 13.
5. Who came to assist Gabriel in moving upon the heart of Cyrus?
6. Who is Michael? Jude 9; 1 Thess. 4:16; John 5:28.
7. After the three weeks, who first appeared to Daniel? Dan. 10:5, 6;
Rev. 1:13-15. G. C., p. 470.
8. Who next appeared to him? Dan. 10:10, 12.
9. For what purpose? Verse 14.
10. What was Daniel's condition while in vision? Verses 7-10, 16-19.

Lesson XLVII**PERSIA AND GREECE**

1. What maintained the power of Persia while she ruled the world?
When this support was taken away, what was the result? Dan.
10:20; 11:1.
2. Who were the four kings of Persia after Cyrus? When was Greece
invaded? How large was the Persian army? What famous battles
were fought? Dan. 11:2.
 - a. Cambyeses, 529-522.
 - b. Gometes, 522-521.
 - c. Darius Hystaspes, 521-485.
 - d. Xerxes (Ahasuerus of Esther), 485-465.
Battles of Thermopylæ and Salamis, 480.
Battles of Plataea and Mycole, 479.
3. Who was this mighty king, and when did he reign? — Alexander the
Great, 336-323. Verse 3.
4. When was the kingdom divided into four parts, and by whom? —
Battle of Ipsus, 301 B. C. Verse 4.
The four divisions of Alexander's kingdom: Cassander, the west,
Macedonia; Lysimachus, the north, Thrace and Asia Minor;
Seleucus, the east, Syria and the eastern provinces; Ptolemy,
the south, Egypt.
5. When did the four kingdoms become united into two? — 281 B. C.
Name the two kings, and draw a map of their dominions. Verse 5.
Ptolemy, king of Egypt — "king of the south."
Seleucus, king of Syria, Thrace, Macedonia — "king of the
north."

Lesson XLVIII THE FRANCO-TURKISH-EGYPTIAN WAR

1. How can we identify the "king of the north" and the "king of the south" here mentioned? In what year did these events take place? How did war arise between these countries? What was the result? Dan. 11:40.
2. What territory was recovered by Turkey? Verse 41.
3. How was Egypt recovered from the French? Verse 42.
4. What relations were established between Egypt and Turkey? Verse 43.

Notes.—A. D. 1798 War: France against Egypt and Turkey. Verse 40.

A. D. 1799 English and Russian ships aid Turkey.
France repulsed at Acre.

A. D. 1799 Palestine reclaimed from France. Verse 41.

A. D. 1800 Turkey, with English aid, wrests Egypt from France. Verse 42.
Egypt allowed independence, but placed under tribute to Turkey.
Verse 43.

Lesson XLIX THE EASTERN QUESTION

1. What comment on verse 44 did Adam Clarke make in 1825?
2. When did such an event as he suggested take place?
3. What were Russia's designs, and what prevented her from carrying them out?
4. What does verse 45 predict concerning Turkey? Why will this take place?
5. What nation is expected to overthrow Turkey? How has this nation been working toward this end? What is her object?
6. What wars has Russia waged against Turkey since the beginning of the "time of the end," and what was the result of each?
7. Why do the nations help Turkey?
8. What do they expect in the near future, and what preparations have they been making?
9. What is coming to be the attitude of England, Turkey's chief helper?
10. What does Gabriel say will develop when the king of the north shall come to his end?

Notes.—A. D. 1853-56. Crimean war. Russia against Turkey. Turkey helped by England, France, and Sardinia. Verse 44.

Capital of Turkey to be removed to Jerusalem. Verse 45.

No help from other powers.

End of "the king of the north."

Lesson L Reading of Daniel 12.

Lesson LI MICHAEL'S KINGDOM

1. What is meant by the "standing up" of Michael? Dan. 12:2, 3.
2. What work of Christ is discontinued when he assumes his position as king?
3. Of what work in heaven, then, is the status of the Turkish Empire in Europe a visible sign?

4. What decree goes forth as the king of the north comes to his end?
Rev. 22:11.
5. What has caused the delay in the settlement of the Eastern Question?
Rev. 7:1-3.
6. What will occur when Turkey loses that territory which constitutes
it the king of the north? Dan. 12:1.
7. Under what circumstances did Turkey lose its Asiatic possessions?
Rev. 16:12-16.
8. Who alone will be delivered at the close of the time of trouble? Dan.
12:1.
9. Who will have a part in the resurrection here mentioned? Dan. 12:
2; Rev. 1:7; Matt. 26:64; Rev. 14:13. G. C., p. 637.
10. What class does Gabriel say will "shine as the brightness of the firma-
ment"? See Dan. 12:3, margin.
11. In what work are those engaged who will shine "as the stars forever
and ever"?

Lesson LII Outline of Daniel 12.

Part II

BASED ON THE BOOK OF REVELATION

Lesson I LIFE OF JOHN [Sample]

1. Time in which he lived —
 - a. Roman emperor, Domitian.
 - b. Condition of the Jews.
2. His early life, his home and parents.
3. His call to be a disciple.
4. His training under the Master Teacher.
5. His character as a disciple.
6. His writings, character of.
7. His exile —
 - a. Place.
 - b. Reason.
8. His age and death.

Readings.—"Seer of Patmos," chap. 1 (Matt. 4: 21); "Desire of Ages," pp. 151-153 (John 3: 23), 337, 342, 649.

Memory Verse.—"Write the things which thou hast seen, and the things which are, and the things which shall be hereafter." Rev. 1: 19.

Notes.—1. "The preparation of John for his work as a prophet is the story of the transformation wrought in the heart of a fisherman by the Spirit of God."—*S. of P.*, p. 14.

2. "He was won by love, not argument. His heart was held by love, and the whole theme of all his writings is love."—*S. of P.*, p. 16.

3. "The Saviour loved them all, but John's was the most receptive spirit. He was younger than the others, and with more of the child's confiding trust he opened his heart to Jesus."—*D. of A.*, p. 292.

4. "All the disciples had serious faults when Jesus called them to his service. Even John, who came into closest association with the meek and lowly One, was not himself naturally meek and yielding. . . . Evil temper, revenge, the spirit of criticism, were all in the beloved disciple."—*D. of A.*, p. 295.

Requirements.—After careful reading of the references, discuss in class. From outline write a composition. Preserve in notebook.

Lesson II Reading of Revelation 1.

Memory Verses.—Rev. 1: 7, 10.

Lesson III THE REVELATION OF JESUS CHRIST

1. What is this book called? Rev. 1: 1.
2. What is a revelation?
3. Why was this revelation given?
4. What two other titles are given in verse 2?
5. What additional title might be given? Rev. 19: 10.
6. What four things, then, are identical?
7. From whom do such revelations come? Rev. 1: 1.
8. To whom was it given? through whom?
9. What is said of the importance of this book? Rev. 1: 3; 22: 7, 18, 19.

10. What encouragement is given us in the study of this book? Rev. 1:3.
11. Where was John, and why was he there? Verse 9.
12. On what day was the vision given? Verse 10; Mark 2:27, 28.

Readings.—"Seer of Patmos," chap. 2; "Testimonies for the Church," Vol. V, pp. 64, 67, 685, 671.

Memory Verse.—"Blessed is he that readeth, and they that hear the words of this prophecy, and keep those things which are written therein: for the time is at hand." Rev. 1:3.

Notes.—1. In the first verse is given the title of the book, the author of the prophecy, its object, the manner in which it came, and the agent of God in making known the history of future events.

2. "A revelation is something revealed, something clearly made known, not something hidden and concealed."—*D. & E.*, p. 324.

3. "Near the close of the first century Gabriel was bidden to open to the prophet on Patmos the signs, or symbols, by which John might understand the history of the work of God in the earth."—*S. of P.*, p. 30.

4. "To John on Patmos it [the Sabbath] was a day of holy joy. The Saviour came divinely near, and as John contemplated scenes in his own association with Christ, . . . his heart warmed with praise."—*S. of P.*, p. 35.

Lesson IV THE LIVING ONE THE GIVER OF THE MESSAGE

1. To whom is the book of Revelation addressed? Rev. 1:4.
2. What greeting is addressed to us, and from whom? Verses 4, 5.
3. Commit the words of the eternal song of the redeemed. Verses 5 (last part), 6.
4. How is the coming of our Saviour described? Verse 7.
5. What words did John hear? Verses 10, 11.
6. What did he see? Verse 12.
7. Describe carefully the person in the midst of the candlesticks. Verses 13-16.
8. Whom did this person declare himself to be? Verses 17, 18, R. V.
9. What instruction did he give John? Verses 19, 20.
10. What are represented by the seven stars in his right hand? Verse 20.
11. What are represented by the seven golden candlesticks? Verse 20.
12. Name the seven churches. Verse 11. (Locate on map.)

Reading.—"Seer of Patmos," chap. 2.

Note.—Give two reasons why these messages were not confined to only the churches named. See D. & R.

Lesson V OUTLINE OF CHAPTER I [Sample]

- I. The revelation —
 1. Given by whom.
 2. Given to whom.
 3. When given.
 4. Where given.
 5. By what agency.
 6. Its character.
 7. Its object.
 8. Given on what day.

- II. Blessings pronounced —
 - 1. On those who read it.
 - 2. On those who keep it.
- III. John's greeting —
 - 1. To the seven churches.
 - 2. From —
 - a. Him which is, which was, and is to come.
 - b. The seven spirits.
 - c. Jesus Christ.
- IV. Prophecy of Christ's advent —
 - 1. He comes with clouds.
 - 2. Every eye shall see him.
 - 3. They also which pierced him.
- V. Description of Christ —
 - 1. Clothed with a garment.
 - 2. Hair like wool.
 - 3. Eyes like a flame of fire.
 - 4. Voice as the sound of many waters.
 - 5. Countenance like the sun.
- VI. Symbols seen in vision —
 - 1. Seven stars — seven angels.
 - 2. Seven golden candlesticks — seven churches:
 - a. Ephesus.
 - b. Smyrna.
 - c. Pergamos.
 - d. Thyatira.
 - e. Sardis.
 - f. Philadelphia.
 - g. Laodicea.

Lesson VI Reading of Revelation 2, 3.

(Number before class, and call no names.)

Memory Verses.— Rev. 2: 7, 10, 17, 26; 3: 5, 10, 21.

Spelling.— Names of seven churches; also Balak, Balaam, Israel, Nicolaitanes, Jezebel.

Note.— Have pupils volunteer to look up these five names, and briefly tell something about them, so they will be familiar with them when studying the messages to the churches.

Lesson VII PROPHECY OF THE SEVEN CHURCHES

Message to Ephesus, Rev. 2: 1-7

- 1. How does Christ describe himself to this church? Rev. 2: 1.
- 2. What age is represented by this church?
- 3. What is the meaning of the word "Ephesus"?
- 4. What does Christ commend in this church?
- 5. What great missionary work did the church perform in the days of the apostles? Acts 8: 4; Col. 1: 6, 23.
- 6. What reproof is given? Verse 4.

7. What was to be the result if the church did not reform? Verse 5.
8. What promise is given to those who heed the message and overcome?

Readings.—"Seer of Patmos," pp. 39-48; "Daniel and the Revelation," pp. 345-350.

Notes.—1. The seven churches are seven periods of time covering the experiences of God's people from the days of the apostles to the close of time.

2. "Ephesus" means *desirable*, which may well be taken as a good descriptive term of the character and condition of the church in its first state.

3. Those early Christians had received the doctrine of Christ in its purity. They were noted for works, labor, and patience.

4. While the church was enduring great persecution, it was full of zeal, carrying the gospel to every nation during the days of the apostles.

5. Christ represents himself as *walking* among the candlesticks, showing that he is near to his people.

Requirements.—1. Each day review the *main points*, using the following outline:—

- a. Name of church.
- b. Meaning of name.
- c. Time covered.
- d. The speaker (description of Christ varies to fit the needs of the churches).
- e. Commendation (given first, lesson for us).
- f. Reproof.
- g. Warning, admonition, special encouragement.
- h. Promise.

2. Construct a simple chart from outline, and fill in each day as message is studied.

Lesson VIII

MESSAGE TO SMYRNA

Rev. 2: 8-11

1. What is the meaning of the word "Smyrna"?
2. What would this indicate concerning the spiritual condition of God's people during this period?
3. What was their general experience? Verses 9, 10.
4. When and by whom was such a persecution as is indicated in verse 10?
5. What period of time is covered by this church?
6. What commendation is given? Verse 9.
7. What slight reproof is given? G. C., p. 49.
8. What is the promise to the overcomer?
9. How do the description of Christ and the promise to the overcomer compare with the experience of the church during this time?

Reading.—"Seer of Patmos," pp. 48-53.

Note.—There was a terrible persecution of ten years under Diocletian, the Roman emperor, from 303-313.

Lesson IX

MESSAGE TO PERGAMOS

Rev. 2: 12-17

1. How was Christianity regarded during this period, as indicated by the name?
2. What made Christianity popular, and when was this? G. C., p. 50.
3. How did this popularity affect the church? G. C., pp. 49, 50.
4. Having rejected Christ, to whom was the church led to yield allegiance? Ibid.
5. What period of time is covered by this church?
6. Why is Christ represented to his church as having a sharp sword? Heb. 4: 12; Eph. 6: 17.

7. What commendation is given? Verse 16.
8. For what is the church reproved? Verse 14.
9. What promise is given to those who heed the message and overcome?

Reading.—“Seer of Patmos,” pp. 53-61.

Lesson X

MESSAGE TO THYATIRA

Rev. 2:18-29

1. What period of time is covered by this church?
2. What characteristic of this church is indicated by the name?
3. To what people in particular were these words applicable?
4. For what is this church commended? Verse 19.
5. What reproof is given? Verse 20.
6. What warning is given to this church? Rev. 2:23 (last clause).
7. How is Christ represented to this church? Why?
8. What is the church admonished to do? Verse 25.
9. What sign of Christ's second advent is given before the conclusion of this period? Mark 13:24.
10. What is the promise to the overcomer in this church?
11. How does the promise compare with their experience?

Readings.—“Seer of Patmos,” pp. 61-69; “Great Controversy,” pp. 70-75.

Note.—The first reference to Christ's coming is to this church. This church was looked upon as heretical. The “eyes of fire” could discern the true ones. Jezebel, the wife of King Ahab, was a wicked woman, and a sun-worshiper. She slew the prophets of the Lord and led Israel into sin. The faithful ones were commended for their *works*.

Lesson XI

MESSAGE TO SARDIS

Rev. 3:1-6

1. What is the significance of the word “Sardis”?
2. What period of time is covered by this church?
3. Where were most of God's people to be found in 1789 and onward?
4. In what condition were the Protestant churches at this time? S. of P., p. 75.
5. How is Christ represented to this church?
6. How many had not sunk into dead formalism in the church of Sardis? Verse 4.
7. How is this church commended? Verse 4.
8. What reproof is given?
9. What did Christ exhort them to do? Verse 3.
10. For what were they to prepare?
11. What solemn work does he intimate is about to begin? Verse 5.
12. What is the promise to the overcomers?

Reading.—“Seer of Patmos,” pp. 70-81.

Notes.—1. While there is a dead formalism in the church, Christ represents himself as having the seven spirits, indicating that the Spirit's power and gifts are offered to the church. White raiment is offered to fit us to stand in the judgment. The large bodies of the reform church have a name to live, but are dead. They have a *form*, but no *power*.

2. A “few names” indicates the prevailing formalism. Note the wonderful promise.

Lesson XII**MESSAGE TO PHILADELPHIA****Rev. 3: 7-12**

1. What is the meaning of the word "Philadelphia"?
2. What is Christ's message to this church regarding his coming?
3. In what year did an event happen which indicated that the last generation was reached, and that the Lord would "come quickly"?
Matt. 24: 29-34.
4. To what time, then, may we apply this message to the church at Philadelphia?
5. What people composed the body of believers in the Lord's soon coming?
6. How many things in the church are commended?
7. How much reproof is given?
8. How are they admonished?
9. What word does the Saviour give regarding the change of his work in the heavenly sanctuary? Verses 7, 8.
10. What time will the Philadelphia church live to see? Verse 10.
11. In the delay of the Lord's coming, what danger will beset them?
Verse 11.
12. What is promised to the overcomer?

Reading.—"Seer of Patmos," pp. 81-86.

Notes.—1. The members of this church are gathered out of the various churches by the *advent* messages. Church of brotherly love; waiting for the Saviour.

2. Door opened, the way into the most holy place made plain. Christ enters to begin work of judgment.

3. The people who can stand the test given this church are surely fitted to be pillars in the temple of God.

Lesson XIII**MESSAGE TO LAODICEA****Rev. 3: 14-22**

1. Why does Christ allude to himself in this message as "the Amen," "the faithful and true Witness"?
2. What is the meaning of the word "Laodicea"?
3. When did the "judging of the people" begin?
4. Then for what period did the Saviour give this message to his people?
5. How many things are commended? Compare with other churches.
6. What does Christ declare to be the condition of his people during this time when the judgment is in session? Verse 16.
7. Are they conscious of their condition? Verse 17.
8. What are they admonished to do? Verse 18.
9. What exhortation does the Saviour give in verse 19?
10. What encouragement is held out to this church? Verse 20.
11. What appropriate promise is made to these overcomers? Verse 21.

Reading.—"Seer of Patmos," pp. 86-91.

Notes.—1. Last church living when the coming of the Saviour is near, and during the time of the judgment. But O how *wretched* a condition! May we heed the message to *buy* the raiment, and *eye-salve*, and *gold*.

2. All the reproof of the preceding churches is applicable to us. There is a *remedy*. Christ offers it. Will we accept?

Lesson XIV MESSAGE TO LAODICEA (Concluded)

1. What counsel is given to the Laodiceans? Rev. 3:18.
2. What is represented by the gold? 1 Peter 1:17; James 2:7.
3. What element of character is always associated with true faith? Gal. 5:6 (last clause).
4. How is the lack of love manifested? Gal. 5:15.
5. How can we obtain this faith of gold and love? Rev. 3:18; Isa. 53:1; Gal. 5:22.
6. What is the second thing which the Saviour counsels his people to buy?
7. What garment must all have on to meet the test of the investigative judgment? Matt. 22:11.
8. What is this wedding garment? Rev. 19:8; Isa. 61:10.
9. Where is righteousness found, and how may it be obtained? Jer. 23:6; Isa. 45:24, 25; Rom. 5:17; Phil. 3:9.
10. What is the cure for the blindness of the Laodiceans? Rev. 3:18.
11. What is the anointing which God gives his people for their spiritual discernment? 1 John 2:20, 27; Acts 10:38.

Note.—"The Laodiceans boasted of a deep knowledge of Bible truths, a deep insight into the Scriptures. They were not entirely blind, else the eye-salve would have done nothing to restore their sight, and enable them to discern the true attributes of Christ." "The eye is the sensitive conscience, the inner light, of the mind. Upon its correct view of things, the spiritual healthfulness of the whole soul and being depends. The eye-salve, the Word of God, makes the conscience smart under its application; for it convicts of sin. But the smarting is necessary that the healing may follow and the eye be single to the glory of God. The sinner, beholding himself in God's great moral looking-glass, sees himself as God views him, and exercises repentance toward God and faith toward our Lord Jesus Christ. *This is the work of the Holy Spirit.*"—*E. G. W., in R. & H.*

Lesson XV Written review of chapters 1, 2, 3, and memory verse drill.

Lesson XVI Reading of Revelation 4, 5. Pronunciation. Spelling.

Memory Verses.—Rev. 4:11; 5:12, 13.

Lesson XVII THE HEAVENLY SANCTUARY Revelation 4

1. Why was this vision given?
2. What door is referred to in verse 1?
3. Describe the appearance of God and his throne.
4. Describe the surroundings. Verses 4-6.
5. What is said of the twenty-four elders?
6. Who are these elders? Rev. 5:9, 10; Eph. 4:8, margin; S. of P., p. 96.
7. Describe the four beasts, and state what they are doing.
8. What words would better be used than "beasts"? Rev. 4:6, R. V.
9. In this heavenly worship, why is praise given to God?

Reading.—"Seer of Patmos," chap. 5.

Notes.—1. The twenty-four elders are some of the redeemed who were raised at the resurrection of Christ. They assist in the work of the sanctuary.

2. The living creatures (beasts) seem to indicate certain qualities, such as strength, perseverance, reason, swiftness.

5. The change to a black horse indicates a period of corruption.
6. This lesson should be studied with the outline, n. is studied.

OUTLINE OF SEALS

I. First seal.

1. Time covered, 31-100 A. D.
2. Symbols —
 - a. White horse.
 - b. Rider with crown.
 - c. Went forth to conquer.
3. Meaning —
 - a. White indicates purity of faith.
 - b. Zeal and success of the gospel.
 - c. See Col. 1:23.

II. Second seal.

1. Time covered, 100-323 A. D.
2. Symbols.
 - a. Red horse.
 - b. Rider had power to take peace from earth.
 - c. Kill one another.
 - d. Given a great sword.
3. Meaning —
 - a. Change in color indicates corruption of purity.
 - b. Worldliness in the church.
 - c. Church sought help from the state.
 - d. Great persecution, 303-313 A. D.

III. Third Seal.

1. Time covered, 323-538 A. D.
2. Symbols.
 - a. Black horse.
 - b. Rider with balances.
3. Meaning —
 - a. Black indicates great corruption.
 - b. Darkest errors came into the church.
 - c. Great worldliness.
 - d. Worship of images.
 - e. Form took place of faith.

IV. Fourth Seal.

1. Time covered, 538-1517 A. D.
2. Symbols.
 - a. Pale horse (sickly yellow color).
 - b. Death the rider.
 - c. Hell followed with him.
 - d. Power given to kill with the sword, hunger, death, and beasts

VII. Christ the Lamb —

1. Takes the book.
2. Is worshiped by —
 - a. Four living creatures.
 - b. Twenty-four elders.
 - c. Angels.

VIII. The redeemed sing a new song —

1. Thou art worthy.
2. Thou wast slain.
3. Thou hast redeemed us.
4. Thou hast made us kings and priests.

IX. The grand universal song of praise by every creature.

Lesson XX GENERAL ORAL REVIEW

Monthly examination.

Lesson XXI Reading of Revelation 6, and 8: 1.

Memory Verses.— Rev. 6: 14, 17.

Lesson XXII THE FIRST, SECOND, AND THIRD Rev. 6: 1-6
SEALS

1. What do the seven seals represent?
2. What was seen by John when the first seal was opened?
3. Why is white an appropriate color in the first seal? Isa. 1: 18.
4. What is signified by the red horse of the second seal?
5. When did corruptions enter the church, and how?
6. What is signified by the change to a black horse in the third seal?
7. What event especially ushered in this period?
8. What significance may there be in the symbols of the balance, the wheat, and the oil?

Readings.—"Daniel and the Revelation," pp. 402, 405; "Great Controversy," chap. 2, pp. 42, 43, 384, 385, 49, 50; "Seer of Patmos," p. 110.

Notes.—1. "The seals denote events of a religious character, and contain the history of the church from the opening of the Christian era to the coming of Christ."—*D. & R.*, p. 402.

2. The seals show the steps in the apostasy of the Christian church, and the great Reformation.

3. Steps in the development of the Papacy; "the beasts:"—

- a. A pure church.
- b. A lukewarm church, lost its first love.
- c. Neglected Bible study and prayer.
- d. Adopted worldly customs and amusements.
- e. Lost the power of God.
- f. Sought the power of the state.
- g. Union of church and state.
- h. Became a persecuting church.

4. "If the whiteness of the first horse denoted the purity of the gospel in the period which that symbol covers, the redness of the second horse would signify that in this period that original purity began to be corrupted."—*D. & R.*, p. 404.

8. How does this scripture allude to a time when their characters would be vindicated?
9. What are they represented as saying?
10. What was given them?
11. At what time did it appear that the "vile heretics" were really the saints of God?
12. Give evidence that the language concerning "souls under the altar" crying for vengeance, does not teach the conscious state of the dead.

Readings.—"Seer of Patmos," pp. 116-119; "Daniel and the Revelation," pp. 408-413; "Great Controversy," chaps. 6, 9, 10.

Notes.—1. "The period during which this seal [the fourth] applies can hardly be mistaken. It must refer to the time in which the Papacy bore its unrebuked, unrestrained, and persecuting rule, commencing about A. D. 538, and extending to the time when the Reformers commenced their work of exposing the corruptions of the papal system."—*D. & R.*, p. 408.

2. "Following the period of the papal persecution, the time covered by this [the fifth] seal would commence when the Reformation began to undermine the antichristian papal fabric, and restrain the persecuting power of the Romish Church."—*D. & R.*, p. 409.

Lesson XXIV

SIXTH SEAL

Rev. 6: 12-17

1. What marks the opening of the sixth seal? How and when did it occur?
2. Make a list of events under this seal.
3. How many of these events have occurred, and when?
4. What is meant by the departing of the heavens as a scroll, and what causes this? Heb. 12:26. E. W., p. 33 (new edition, p. 41).
5. How will the nations of men feel? Rev. 6:15-17; Isa. 2:10-22.
6. To what event does this seal bring us? Rev. 8:1.
7. What will cause a silence in heaven? Matt. 25:31.
8. What else did John see under the sixth seal before the opening of the seventh? Rev. 7:1-8.

Lesson XXV Reading of Revelation 7.

Memory Verses.—Rev. 7:14-17.

Lesson XXVI

THE SEAL OF GOD

1. How does John describe the closing work of the gospel as seen under the sixth seal? Rev. 7:1-8.
2. What terms in the Bible are synonymous with the word "seal"? Rom. 4:11; Eze. 9:4.
3. What is the sign, or seal, of the true God? Ex. 31:13-17; Eze. 20:12, 20.
4. In connection with what is a seal used? for what purpose? Esther 3:12; Isa. 8:16.
5. What three things must a seal contain?
6. What is the distinguishing title of the Lord? Ps. 46:4, 5; Jer. 10:10-12.
7. In which commandment of God's law do we find the Author unmistakably pointed out, giving his right to rule, and the extent of his jurisdiction? Ex. 20:3-17.

8. What has been done with this seal of God's law? Rev. 7:3; Isa. 8:16; Dan. 7:25.
9. What has been substituted in its stead?
10. The Sabbath being the seal, or mark, of God, how must the false sabbath be regarded? Rev. 14:9.
11. In the light of this prophecy, what is to be one of the prominent characteristics of the closing gospel message?
12. How is the same work elsewhere described? Rev. 14:9-14.

Readings.—"Seer of Patmos," pp. 132-135; "Daniel and the Revelation," pp. 437-440.

Notes.—1. "The seal of God is found in connection with the law of God."—*D. & R.*, p. 439.

2. "The seal of God is that part of his law which contains his name, or descriptive title, showing who he is, the extent of his dominion, and his right to rule."—*Ib.*

3. See illustration in *S. of P.*, p. 135.

Lesson XXVII

THE SEALING WORK

1. Who constitute the twelve tribes of the children of Israel, of whom one hundred forty-four thousand are sealed? Gen. 32:24-28; Rom. 11:15-26; 9:6-8.
2. What does the Sabbath commandment require? Ex. 20:8-11; Heb. 4:10.
3. How only can time be kept holy?
4. In order to be holy on the seventh day, during what other time must one be holy?
5. Then does a person receive the seal of God by simply leaving off work on the seventh day? T., V, pp. 213, 214.
6. What character must the person possess? Rev. 14:1-5. E. W., pp. 60, 61 (new edition, p. 71).
7. Why cannot the seal of God be received in the hand merely?
8. Through what experience did Ezekiel see the people of God passing before receiving the seal of God? Ezekiel 9. T., V, pp. 207-216.
9. By what agency is the sealing work accomplished for the people of God? Eph. 4:30; 1:13.

Lesson XXVIII

THE FOUR WINDS

1. What was represented to John as about to hinder the sealing work? Rev. 7:1.
2. What do these winds represent? Zech. 7:14; Jer. 25:32, 33.
3. Why were the four angels told to *hold* the winds? Rev. 7:3.
4. Where are the servants of God sealed? Rev. 7:3.
5. How many are to be sealed with the seal of God? Rev. 7:4.
6. Following the sealing, what did John see? Rev. 7:9-12.
7. To what time must this have reference?
8. What has been the experience of those who are sealed? Verse 14.
9. Why is special mention made of the fact that they will hunger no more, thirst no more, nor suffer from the heat of the sun? Rev. 16:9-14; Isa. 33:16. G. C., pp. 649, 624.

10. What special place is assigned them in the kingdom? Rev. 7:15-17; 14:4.

Lesson XXIX Oral review of the seven seals. Compare with the seven churches.

Lesson XXX Composition on the seven seals from outline.

Lesson XXXI Examination.

Lesson XXXII Reading of Revelation 8.

Memory Verses.—Rev. 8:3, 4.

Lesson XXXIII THE SEVEN TRUMPETS

1. What did John next behold in vision? Rev. 8:2.
2. Of what is the trumpet a symbol? Jer. 4:19; 1 Cor. 14:8.
3. What, then, is the significance of the prophecy of the seven trumpets?
4. What encouragement is given to God's people in view of the events about to transpire? Rev. 8:3, 4.
5. What is represented by the incense which is added to their prayers? P. & P., p. 353.
6. Will this mediation of Christ and the merits of his atoning blood be always available? Rev. 8:5.

Readings.—"Seer of Patmos," pp. 142-148; "Daniel and the Revelation," pp. 452, 453.

Notes.—1. "In the seals we have had the history of the church during what is called the gospel dispensation. In the seven trumpets . . . we have the principal political and warlike events which were to transpire during the same time."—*D. & E.*, p. 453.

2. "The incense ascending with the prayers of Israel, *represents the merits and intercession of Christ*, his perfect righteousness, which through faith is imputed to his people, and which can alone make the worship of sinful beings acceptable to God."

Lesson XXXIV THE FIRST, SECOND, THIRD, AND FOURTH TRUMPETS

1. What were the first political conquests of note after the giving of this prophecy? Dan. 7:24.
2. What did John see when the first angel sounded? Rev. 8:7.
3. What was signified by the hail which John saw? the fire and blood?
4. What did John see when the second angel sounded? Rev. 8:8, 9.
5. What invasions are thus represented?
6. Upon what part of the empire did this calamity fall?
7. What was the character of the invasions of Genseric?
8. What did John see when the third angel sounded? Rev. 8:10, 11.
9. What would these symbols fitly represent?
10. What people are thus alluded to?
11. What part of the empire was overrun?
12. Which burned longer,—the burning mountain cast into the sea, or the lamp cast upon the rivers?

13. What did John see when the fourth angel sounded? Rev. 8:12.
14. What do the sun, moon, and stars here symbolize?
15. Was it over the *entire* territory of the original Roman Empire that the ruling powers were now to be extinguished? Verse 12.
16. What part of the original Roman Empire still remained in existence to be destroyed under the judgments of the fifth and sixth trumpets? See S. of P.

Readings.—"Seer of Patmos," pp. 148-160; "Daniel and the Revelation," p. 455.

Notes.—1. The wars of Northern barbarians, by which Western Rome was divided into ten kingdoms.

2. "The history illustrative of the sounding of the second trumpet evidently relates to the invasion and conquest of Africa . . . by the terrible Genseric. His conquests were, for the most part, naval; and his triumphs were as it were a great mountain burning with fire, cast into the sea."—*D. & R.*, p. 458.

3. The conquests of the Huns under Attila, were conducted by fire and pillage along the Rhine and its tributary streams, closing at the Alps, the fountain, or source, of the rivers.

4. The fourth "trumpet symbolizes the career of Odoacer, the barbarian monarch, who was so intimately connected with the downfall of Western Rome."—*D. & R.*, p. 463.

5. The sun, moon, and stars are symbols that denote the ruling powers of the government,—its emperors, consuls, and senators.

Lesson XXXV Reading of Revelation 9.

(Construct a simple chart of the seven trumpets, using the outline as given below.)

Introduction to the Seven Trumpets

- I. Seven angels stood before God.
- II. They were given seven trumpets.
- III. Another angel stood at the altar —
 1. He holds a golden censer.
 2. Much incense is given him.
 3. He offers it with the prayers of all saints.
 4. He offers it on the golden altar before the throne.
 5. He took the censer, and filled it with fire, and cast it to the earth.
- IV. There were voices, thunderings, lightnings, and an earthquake.
- V. Definition of trumpets —
 1. The principal political and warlike events which transpire during the same time as the churches and seals.
 2. Judgment from God on a backslidden, apostate church.

Outline of the Seven Trumpets

- I. First trumpet.
 1. Time covered, 395-419 A. D.
 2. Symbols —
 - a. Hail.
 - b. Fire mingled with blood.
 - c. Third part of trees burned up.
 - d. All green grass burned up.

3. Meaning —
 - a. The invasion of the Western Roman Empire by the Goths under Alaric.
- II. Second trumpet.
 1. Time covered, 428-476 A. D.
 2. Symbols —
 - a. Great mountain burning with fire.
 - b. Cast into the sea.
 - c. Third part of sea became blood.
 - d. Third part of creatures died.
 - e. Third part of ships were destroyed.
 3. Meaning —
 - a. The invasion and conquest of northern Africa by the Vandals under Genseric.
- III. Third trumpet.
 1. Time covered, 451-453 A. D.
 2. Symbols —
 - a. A great star fell from heaven.
 - b. Burned as it were a lamp.
 - c. It fell upon third part of the rivers and upon the fountains of water.
 - d. Wormwood, name of star.
 - e. Third part of waters became wormwood.
 - f. Many died of the waters.
 3. Meaning —
 - a. Invasion of western Europe by the Huns under Attila.
 - b. He called himself the Scourge of God.
- IV. Fourth trumpet.
 1. Time covered, 476-552 A. D.
 2. Symbols —
 - a. Third part of sun smitten.
 - b. Third part of moon smitten.
 - c. Third part of stars smitten.
 - d. Day shone not for a third part of it.
 - e. Night likewise.
 3. Meaning —
 - a. Invasion and conquest of Western Rome by the Heruli under Odoacer.
 - b. Western Roman Empire overthrown.
- V. Fifth trumpet, first woe.
 1. Time covered, 632 to July 27, 1449.
 2. Symbols —
 - a. Star fell from heaven.
 - b. To whom was given the key of the bottomless pit.
 - c. Smoke arose out of the furnace.
 - d. Sun and air were darkened.

- e.* Locusts came out of the smoke.
- f.* They were commanded not to kill, but to torment those which have not the seal of God.
- g.* Power to torment five months.
- h.* Had a king over them.

3. Meaning —

- a.* Work of the Saracens under Abubeker, 632 to July 7, 1299, and Othman, 1299 to July 27, 1449.

VI. Sixth trumpet, second woe.

- 1. Time covered, July 27, 1449, to Aug. 11, 1840.
- 2. Symbols —
 - a.* Four angels loosed.
 - b.* For an hour, a day, a month, and a year.
- 3. Meaning —
 - a.* A surrender of the Eastern Roman Empire into the hands of the Turkish Mohammedans.
- 4. All the events of Revelation 10 come between the sixth and seventh trumpets.

VII. Seventh trumpet, third woe.

- 1. Time covered, 1844-
- 2. Events —
 - a.* Nations are angry.
 - b.* Time to judge the dead.
 - c.* Time to destroy those who destroy the earth.
 - d.* Temple opened in heaven.
 - e.* Ark was seen.
 - f.* Light from the sanctuary.
 - g.* Mystery of God to be finished.

Lesson XXXVI THE FIFTH AND SIXTH TRUMPETS

- 1. How do the judgments of the fifth, sixth, and seventh trumpets compare with those dreadful times thus far noticed? Rev. 8:13.
- 2. From what place were the invaders of the fifth trumpet seen to come? Rev. 9:1, 2.
- 3. Who originated this false religion, and where?
- 4. Who carried the Mohammedan conquests outside of Arabia, and when?
- 5. What language describes the woeful character of these invasions? Rev. 9:5, 6.
- 6. When and by whom was the Mohammedan power organized into a kingdom?
- 7. For how many years was the work of destruction by this organized kingdom upon the Eastern Roman Empire to continue? Rev. 9:5, 10.
- 8. When did the five prophetic months end?
- 9. What is represented by the four angels loosed at the sounding of the sixth trumpet? Rev. 9:13, 14.

10. For how long a time were the Turks to hold their supremacy gained at the expiration of the fifth trumpet? Rev. 9: 15.
11. What has upheld the Turkish power since Aug. 11, 1840?
12. Why was this event so definitely predicted? What was the effect of the fulfilment of this prophecy?
13. What is, then, most appropriately next noticed in this line of prophecy?

Readings.—"Great Nations of Today," pp. 65, 66, 69, 75, 76, 83, 84; "Great Controversy," pp. 334, 335.

Lesson XXXVII Reading of Revelation 10.

Memory Verses.—Rev. 10: 5-7.

Lesson XXXVIII A JUDGMENT MESSAGE Revelation 10

1. By whom did John hear a message given before the sounding of the seventh trumpet? Rev. 10: 1.
2. Upon what was the message based? Verses 2, 7.
3. What book was referred to? When was this to be opened? Dan. 12: 4.
4. What did Daniel declare? Verses 6, 7.
5. To what kind of time alone could the angel have referred?
6. To what year did the longest prophetic period reach? Dan. 8: 14.
7. What is the "mystery of God" which is to be finished? Eph. 3: 3, 6; 6: 19; Col. 1: 23, 26.
8. When was the closing gospel work in heaven to take place? Dan. 8: 14.
9. What is the nature of the cleansing of the heavenly sanctuary?
10. What message would at that time be due? Rev. 14: 6, 7.
11. How extensive a proclamation is here described? Rev. 14: 6; 10: 2.

Lesson XXXIX A JUDGMENT MESSAGE (Concluded)

1. When must a message be preached to answer the requirements of the prophecy of Daniel 10?
2. When was just such a message preached?
3. Who were the leaders in this movement, and what did they expect to occur at the end of the 2300 days?
4. What was their first disappointment?
5. What message were the servants of God then impelled to give? Rev. 14: 8.
6. What can you say of the power and extent of the advent proclamation?
7. What expressions in the Scripture show that there would be some things not clearly understood? Rev. 10: 1, 4.
8. How is the disappointment in 1844 described? Verses 8-10.
9. What work still remained to be done? Verse 11; 14: 9-12.
10. How is this work described? Rev. 11: 1, 2.
11. What is the divine standard by which God's worshipers are measured? Rom. 2: 12, 13; James 2: 12; Eccl. 12: 13.

12. What, then, must be the nature of the closing gospel message? To what must it call the attention of the world? Rev. 14:12; 7:2.

Readings.—"Great Controversy," chaps. 17-26; "Early Writings," pp. 229-250 (old edition, 93-113); "Rise and Progress," chaps. 2-9.

Lesson XL Outline of Revelation 10.

(Write a synopsis of the chapter.)

Lesson XLI Reading of Revelation 11.

Memory Verses.—Rev. 11:17, 18.

Lesson XLII THE GREAT WAR UPON THE BIBLE

1. What period of persecution is brought to view in Rev. 11:2? Dan. 7:25; Matt. 24:22.
2. What is represented by the two witnesses of verse 3? John 5:39. The olive trees? Zech. 4:3, 6. The candlesticks of verse 4? Ps. 119:105.
3. How did these witnesses prophesy in sackcloth? G. C., p. 267.
4. What was to happen to the two witnesses as they approached the termination of their work in obscurity? Rev. 11:7.
5. Can this "beast" have reference to the Church of Rome? G. C., p. 269.
6. What nation did such a work as is here represented, just before the end of the 1260 years?
7. What was the original cause of the French Revolution, and the war upon the Bible? G. C., pp. 265, 278, 279, 281.
8. What was done with the Bible and its institutions during the Revolution? Verses 7-9; G. C., pp. 273-276.
9. What was to happen after "three days and a half"? Verse 11.
10. How was this fulfilled? G. C., p. 287.
11. How has the Bible since then been exalted? Verse 11; G. C., pp. 287, 288.

Lesson XLIII THE SEVENTH TRUMPET

1. When did the sixth trumpet cease sounding? Rev. 9:15.
2. Does the seventh trumpet follow immediately? Rev. 11:14.
3. What occurs in the interval? Revelation 10.
4. To what year does this bring us?
5. From what time may we count the sounding of the seventh trumpet?
6. What occurs in heaven during the sounding of the seventh trumpet? Rev. 11:15-17; Dan. 12:1.
7. Does this occur immediately at the beginning of the seventh trumpet? Rev. 10:7.
8. What situation among the nations did John see under the sounding of the seventh trumpet? Rev. 11:18.
9. What follows the anger of the nations? Rev. 11:18.
10. How is this wrath manifested? Rev. 15:1.
11. How will this differ from previous manifestations of God's wrath? Isa. 28:21; Hab. 3:2; Rev. 14:10.

12. What follows the wrath of God? Rev. 11:18.
13. How long a period of time will be occupied in this work? Rev. 20:4.
14. What will be given to God's servants at that time? Rev. 11:18.
15. What is the dreadful climax of the third woe? Rev. 11:18; 20:7-10.

Lesson XLIV THE TEMPLE OPEN IN HEAVEN

1. What is represented as seen in heaven during the sounding of the seventh trumpet? Rev. 11:19.
2. At what time, then, is the temple of God to be opened and the ark seen?
3. What is promised to God's people at that time? Rev. 3:7, 8.
4. Into what apartment of the heavenly sanctuary is this door opened?
5. At what time did Christ enter into the most holy place, thus opening the door? Dan. 8:1.
6. To what work was the attention of his people at that time directed? Rev. 11:1.
7. As the people of God were led to study the sanctuary in heaven, to learn the meaning of Dan. 8:14, and the cause of this disappointment, what were they to see in the temple? Rev. 11:19.
8. Why was their attention to be directed to the law of God?
9. What would they learn regarding the Sunday sabbath which they were observing?
10. What would they then find it necessary to do, and what would they teach?
11. What, then, is to be the prominent doctrine of the closing gospel message?
12. Do any people claim to be fulfilling this prophecy? Do they stand the tests?

Readings.—"Great Nations of Today," pp. 125, 126, 128-131; "Great Controversy," chap. 25; "Early Writings," p. 42.

Lesson XLV Oral review of the trumpets.

(Complete the chart.)

Lesson XLVI Complete review of Revelation 1 to 11.

(Compare charts of churches, seals, and trumpets.)

Lesson XLVII Reading of Revelation 12.

Lesson XLVIII THE GOSPEL CHURCH

1. What did John see after the vision of the seven trumpets? Rev. 12:1.
2. What is symbolized by the woman? Jer. 6:2; 2 Cor. 11:2.
3. What is represented by the light with which the woman is clothed? Mal. 4:2; John 8:12; 2 Tim. 1:10.
4. What is symbolized by the lesser light under her feet? Col. 2:14-17; Heb. 3:1-5; 10:1.

5. What are symbolized by the twelve stars? Compare Rev. 8:12.
6. What is represented by the child of the woman? Eph. 1:20, 21; Heb. 8:1.
7. By what power was an attempt made to destroy Christ at his birth? Matt. 2:1, 12, 16-18; Dan. 8:25. G. N., pp. 160, 161.
8. Who was the instigator of the attempt to destroy Jesus? Rev. 12:9.
9. What did John behold as the outcome of the conflict between Christ and Satan?

**Lesson XLIX SATAN'S PERSECUTION OF THE CHURCH
THROUGH PAGAN ROME**

1. How has Satan felt since the death of Christ, and upon whom has he vented his wrath? Rev. 12:13.
2. What earthly power was the agency that he used, and what accordingly does the great red dragon in a secondary sense symbolize? G. C., p. 438; G. N., pp. 160, 161.
3. When did the persecutions under pagan Rome begin, how long did they continue, and what was their character? G. C., pp. 39-41.
4. How did the Christians overcome in this great conflict with Satan? Rev. 12:11; 2:10.

**Lesson L SATAN'S PERSECUTION OF THE CHURCH
THROUGH PAPAL ROME**

1. What period of persecution is next brought to view in this prophecy? Rev. 12:6-14.
2. To what earthly agency of Satan is reference here made? Dan. 7:8, 21, 24, 25.
3. Where did the church find refuge during that time? Rev. 12:6, 14.
4. Who prepared this place? Rev. 12:6. When?
5. What people are most conspicuous as illustrating the experience of the church in the wilderness? G. C., pp. 63-78.
6. What evidence have we that God prepared beforehand a shelter for his people?
7. What striking fulfilment have we of verses 15, 16?
8. As we come to the end of this period of Satan's warfare upon the church, with whom do we find the victory?

Reading.—Wylie's "History of the Waldenses," pp. 3-9, 19, 46-48.

**Lesson LI SATAN'S PERSECUTION OF THE REMNANT
CHURCH**

1. Satan being again unsuccessful in his attempt to destroy the people of God, what has he been doing since the end of the 1260 years? Rev. 12:17, R. V.
2. Explain what is meant by the "remnant."
3. What special characteristics did John behold in the remnant church?

4. What is the "testimony of Jesus" elsewhere explained to be? Rev. 19: 10.
 5. Why has the gift of prophecy been lacking in the church during the greater part of the Christian dispensation, and why is it restored in the last days? Lam. 2: 9; Prov. 29: 18; Rev. 12: 17.
 6. How does John describe the agency which Satan develops for the destruction of the remnant church? Rev. 13: 11-17.
 7. What will be the nature and intensity of the approaching persecution?
 8. What message will be sent from heaven in this terrible conflict? Rev. 14: 9-12.
 9. Will Satan be victorious in this great final struggle? Rev. 14: 1; 15: 2.
- Readings.**—"Great Controversy," preface, p. 602.

Lesson LII Outline of Revelation 12.

Lesson LIII Reading of Revelation 13.

Lesson LIV THE "BEAST"

1. How was Satan's second great persecuting agency of the Christian dispensation symbolized to John? Rev. 13: 1-10.
2. How many points of identity can you see in this power and the little horn of Daniel 7?
3. How does the "number of the beast" point out the Papacy?
4. What should we conclude as to the significance of the ten horns? Dan. 7: 24; Rev. 17: 12.
5. For how long a time was power given to the leopard beast? Dan. 7: 25; Rev. 13: 5.
6. What then happened? Rev. 13: 3, 10.
7. How was this fulfilled?
8. What cut short the persecuting power of the Papacy?
9. Is the Papacy ever to have power again? Dan. 7: 21, 22; Rev. 13: 3, 8.

Readings.—"Daniel and the Revelation," pp. 525, 526; "Great Controversy," pp. 267, 579.

Lesson LV THE TWO-HORNED BEAST

1. By what symbol is Satan's last great persecuting agency represented? Rev. 13: 11.
2. Whence is this beast represented as rising?
3. Whence are the kingdoms of the Eastern Hemisphere represented as rising? Dan. 7: 2; Rev. 13: 1.
4. What part of the world do the waters represent? Rev. 17: 15.
5. Where, then, must the nation represented by the two-horned beast arise?
6. At what time does this power come upon the scene of action? Rev. 13: 10, 11.

7. What nation was just arising at that time in harmony with these specifications?
 8. How was this nation to arise? Verse 11.
 9. How has the United States differed from other nations in its territorial growth?
 10. How is the form of government shown in the prophecy? Verses 11, 14.
- Readings.**—"Great Controversy," pp. 440, 443; "Great Nations of Today," pp. 166-168.

Lesson LVI THE WORK OF THE TWO-HORNED BEAST

1. What kind of principles would be symbolized by lamblike horns? Rev. 13:5.
2. What are the two principles of the Christian religion which greatly elevate the government which adopts them?
 - a. Matt. 23:8; Acts 17:26; Rom. 2:11.
 - b. John 12:47; 2 Cor. 5:11.
3. What was the purpose of the Christian exiles who first fled to America?
4. How are the principles of civil and religious liberty recognized in the government of the United States?
 - a. Declaration of Independence, par. 2; Constitution, Art. IV, Sec. 4.
 - b. Constitution, Art. VI; First Amendment.
5. Although mild in appearance, how will this power speak? Rev. 13:11.
6. What kind of character does this indicate? Rev. 12:9, 3.
7. Whose example will this power follow? Rev. 13:12.
8. What will this power do for the Papacy? Verse 12.
9. What will the people of this nation make?
10. In order for the United States to form an image of the beast, what must be done?
11. What will be done with the image after it is made? Verse 15.
12. What will all the people be compelled to receive? Verse 16.
13. What will come upon those who refuse obedience? Verses 17, 15.
14. What means will be used by this persecuting power to deceive the people? Verse 14.
15. What remarkable sign will be given? Verse 13.
16. Because of this attempt to prove itself Christian, what is this power elsewhere called? Rev. 19:20; 16:13; 20:10.

Readings.—"Great Controversy," pp. 292, 441-443, 445; "Great Nations of Today," p. 166; "Testimonies for the Church," Vol. VI, pp. 18, 395.

Lesson LVII THE MAKING OF THE "BEAST"

1. In order to know what the image is and how it is formed, what must we study?
2. When and how were the first steps taken in the development of the Papacy? 2 Thess. 2:3, 4, 7; Rev. 2:4, 5.
3. What were the apostles obliged to combat in the church? James 4:4; 1 John 2:15.

4. For what reason did the church conform to the world? Acts 20:30.
5. As the church became popular, who were received into her membership?
6. What was the effect upon the church?
7. What did the church lose as the result of her worldly conformity?
8. For what did she seek? G. C., p. 443.
9. By what figure was the original relation of the church to Christ represented? Hosea 2:19; Jer. 3:14; 2 Cor. 11:2.
10. To what is her unfaithfulness to Christ likened? Eze. 16:8, 13-15, 32; Jer. 3:20; James 4:4.
11. By what, therefore, was the apostate church represented, and what name was given her? Rev. 17:1-6, 18.

Reading.—“Great Controversy,” pp. 443, 50, 383, 385, 381, 382.

Lesson LVIII THE MAKING OF THE “IMAGE”

1. What will constitute the image of the beast when formed? G. C., pp. 443, 445, 449.
2. What does the apostle say about the spiritual condition of the professed church in the last days? 2 Tim. 3:1-5.
3. Have we any evidence that the Protestant churches will take the first steps in repeating the apostasy of the early church? G. C., pp. 297, 298.
4. In what ways is worldly conformity revealed?
5. What must be said of the popular “Christian” amusements and means of raising money for church purposes? G. C., p. 387.
6. What changed views in regard to the Bible and its doctrines have resulted from the acceptance by the church of the popular evolutionary philosophy? D. & R., p. 669.
7. What has been made the standard in place of the Bible? G. C., p. 388.
8. How does the church differ from the world, and how much power does she have over sinners? G. C., pp. 386, 463.
9. What theory is again becoming popular? Isa. 2:2-6; Micah 4:1-8. G. N., pp. 184-186; G. C., p. 69.
10. How was this kingdom of God to be established, and through whom is his will to be revealed, to be enacted into law?

Lesson LIX THE WORSHIP AND MARK OF THE BEAST

1. What is this nation to endeavor to force all to do? Rev. 13:12.
2. What is meant by the worship of the beast? G. C., p. 442.
3. What will make the distinction between the worshipers of God and the worshipers of the beast? Rev. 14:12.
4. In what way does the Papacy herself claim to receive homage? G. C., p. 448.
5. What does the two-horned beast seek to compel all to receive? Rev. 13:16, 17.

6. What is the special characteristic of the Papacy? G. C., pp. 446, 447.
7. What does the Roman Church hold out as the sign of her authority? G. C., p. 448.
8. Is the mere act of keeping Sunday the reception of the mark of the beast? G. C., pp. 449, 604, 605.
9. What will be accomplished by the enactment of a national Sunday law? Rev. 13:12, 13. T., V, pp. 451, 711, 712, 464.
10. What will be among the first measures against those who refuse the mark of the beast? Rev. 13:17.
11. As milder measures fail, what extreme penalty will finally be ordered? Verse 15.
12. Will the death penalty be executed upon God's people, exterminating the church? Rev. 14:1-5.

Lesson LX Outline of chapter 13.

Lesson LXI Reading of Revelation 14.

Memory Verses.—Rev. 14: 6-12.

Lesson LXII THE CLOSING GOSPEL MESSAGE

1. What time are the messages of Rev. 14:6-12 to be given to the world?
2. When must the first message be looked for, and until what time must it continue?
3. What is the significance of the term Babylon in the second message? G. C., pp. 382, 383.
4. When will the fall of Babylon be complete? Rev. 14:8; 18:2-5. G. C., pp. 389, 390, 603.
5. What is the warning of the third angel? Rev. 14:9-12.
6. How has the proclamation of this message been developing since 1844?
7. What is the character of the people developed by this message? Verse 12.
8. With what power is this threefold message to go to the world before the end? Verses 6, 7, 9; 18:1, 2. G. C., chap. 28.
9. What is said of those who die in the Lord under this message? Verse 13.

Lesson LXIII THE COMING OF CHRIST AND THE REAPING OF THE EARTH

1. How is the coming of Christ described? Rev. 14:14.
2. What was the cry of the angel who came forth out of the temple? Verse 15.
3. What is the harvest of the earth? Matt. 13:39.
4. What is the work of the angels attending Christ at his second coming? Matt. 13:39, 41.
5. What is the state of the wicked?

Lesson LXIV Outline of Chapter 14.

Lesson LXV Reading of Revelation 15, 16.

Memory Verses.—Select promises and commit.

Lesson LXVI THE WRATH OF GOD

1. What constitutes the unmingled wine of the wrath of God, threatened by the third angel's message? Rev. 15:1; Hab. 3:2; Isa. 28:21.
2. Are the plagues poured out before or after probation closes? Rev. 15:5-8. E. W., pp. 71, 280 (old edition, pp. 61, 141).
3. How long a time may be occupied by the seven last plagues? Rev. 18:8; Isa. 63:4; 34:8.
4. What constitutes the first plague, and upon whom does it fall? Rev. 16:2.
5. Will this plague cease when the second begins? Rev. 16:10, 11.
6. What conditions exist under the second and third plagues? Verses 3-7.
7. What must be true of their duration and extent? G. C., p. 628.
8. What develops under the fourth plague? Verses 8, 9; Joel 1:10-12, 17, 20.
9. Upon whom does the fifth plague fall, and with what results? Verses 10, 11.
10. What occurs under the sixth plague? Verses 12-16.
11. What is here meant by the drying up of the river Euphrates?
12. What will the spirits of demons accomplish by means of their miracles?
13. Have any of these workings yet been manifested? If so, what fact should this impress upon our minds? Verse 16.
14. What did John see upon the pouring out of the seventh vial? Verses 17-21.
15. What judgment is visited upon the multitudes assembled at Armageddon? Zech. 14:12, 13. G. C., p. 657; E. W., pp. 289, 290 (old edition, p. 149). Rev. 14:20; Jer. 25:33.
16. What is the security of God's people during this time? Isa. 23:20, 21; 33:16; Ps. 91:2-10.
17. In what condition is the earth left after these fearful judgments? Isa. 24:1, 19, 20.

Lesson LXVII Outline of chapters 15, 16.

Lesson LXVIII Written review of Revelation 12 to 16.

Lesson LXIX Reading of Revelation 17, 18.

Lesson LXX THE JUDGMENT OF BABYLON

1. Who showed John the judgment of the great harlot? Rev. 17:1.
2. What identifies this woman as Babylon? Verse 6; 13:7; Dan. 7:25.
3. What are represented by the seven heads and ten horns? Verses 9, 10, 12.
4. What position is she shown to occupy shortly before her fall? Rev. 18:7.
5. How suddenly is her judgment said to come? Verses 10, 17, 19.
6. How many are affected by her fearful overthrow? Revelation 18.
7. What will be said of the justice of her punishment? Rev. 19:1-5.

Lesson LXXI Reading of Revelation 19.

Lesson LXXII TWO SUPPERS

1. What glad words did John next hear? Rev. 19:6.
2. What great event is now to occur? Verse 7.
3. Who is the bride? Rev. 21:9, 10, 2. G. C., p. 426.
4. What part do the saints have in these festivities? Rev. 19:9; Luke 12:36; 22:30; Matt. 8:11. G. C., p. 427.
5. What will then be their blessed privilege? Luke 12:37; Matt. 26:29.
6. What event was next portrayed to John? Rev. 19:11-16.
7. What attitude was taken by the powers of the earth toward the King? Verse 19.
8. What was their fate? Verses 17, 21.

Lesson LXXIII Outline of Chapter 19.

Lesson LXXIV Reading of Revelation 20.

Lesson LXXV END OF THE GREAT CONTROVERSY

1. What is referred to as the "bottomless pit" in which Satan is bound?
2. In what will this binding consist? G. C., pp. 658, 660.
3. Who are raised in the first resurrection, and when does it occur? Rev. 20:6; 1 Thess. 4:16.
4. What is their occupation during the millennium? Verse 4; 1 Cor. 6:2, 3. G. C., p. 661.
5. How and when is Satan loosed? Verses 7, 5.
6. What occurs just before the resurrection of the wicked? Rev. 21:2; 20:9. G. C., p. 662.
7. Describe the great judgment scene. Rev. 20:11-13. G. C., pp. 663-671.
8. What is Satan's last attempt, and what is the result? Verses 8-10.
9. What is the fate of the lost? Verses 10, 15. G. C., pp. 672, 673.

Lesson LXXVI Outline of Revelation 20.

Lesson LXXVII Reading of Revelation 21.

Lesson LXXVIII HOME OF THE SAVED

1. Where will the righteous be while the lake of fire consumes the wicked? Isa. 33:14. G. C., p. 673.
2. How will the earth be affected by this fire? 2 Peter 3:10, 12, 13; Rev. 21:1-5.
3. What honored place in the universe will the new earth occupy? Rev. 21:3, 22, 23; 22:1, 3-5. G. C., p. 677, last line; D. of A., chap. 1, last paragraph.
4. What was John shown concerning the capital city, as to its size, walls, gates, and streets? Rev. 21:11-21.
5. What was he shown regarding its glory? Rev. 21:11, 23-26; 22:5.
6. What did he see near the throne? Rev. 22:1, 2.
7. What will be utterly absent? Rev. 21:4, 8, 27; 22:23.
8. Who only will be there? Rev. 22:4; 14:1, 5.
9. What will God's people do there? Rev. 22:3, 5.
10. What have other prophets been shown regarding this eternal home?

Readings.—"Great Controversy," pp. 674-678; "Education," pp. 301-309.

Lesson LXXIX Outline of Revelation 21.

Lesson LXXX Composition on "Home of the Saved."

Lesson LXXXI Read and commit Revelation 22.

Lesson LXXXII CLOSING EXHORTATION, ENCOURAGEMENT, INVITATION

1. Of what are we assured concerning the good things promised to God's people? Rev. 22:6.
2. What is given for our encouragement amid persecution for keeping the commandments of God and the faith of Jesus? Verse 7.
3. What assurance does John wish to give us concerning these things? Verse 8.
4. What encouragement is given us by the angel of Jesus? Verses 9, 10.
5. Why is this book not sealed? Verse 10.
6. What solemn decree is announced, and when is it to go forth? Verses 11, 12.
7. Of what does Jesus again remind us, and what additional word of encouragement does he give? Verse 12.
8. Who must be excluded from the city? Verse 15.
9. Who are invited to a place in the glorious eternal kingdom? Verse 17; 21:6.
10. Who are extending the invitation?

11. What are we warned not to do? Verse 18.
12. Of what does Jesus a third time give assurance, and how is it emphasized? Verse 20.
13. What is the fervent response of all his children?
14. Of what does he assure us until the day of his appearance? Verse 21.

Lesson LXXXIII Outline of Revelation 22.

TEACHERS' READING COURSE

SECOND YEAR

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The Department of Education, S. D. A.
Takoma Park, Washington, D. C.

Teachers' Reading Course

Second Year

THE first year of this reading course was printed as a serial in Volume III of our educational journal, and later reproduced as Educational Bulletin No. 1, 24 pages, with cover. Both it and this second year of the course may be obtained for five cents each by addressing the Department of Education, S. D. A., Takoma Park, D. C. Let all who have not taken the first year yet, procure a copy of Bulletin No. 1, and take up the work in order.

The teacher is advised to read the entire assignment thoroughly first; then, with the aid of the outline or questions, review the reading and seek to fix clearly and firmly in mind the principles brought out — so much so that he can readily state or discuss them if called upon.

In Part I, an outline rather than questions has been prepared on chapters 1 and 2, as it is thought this gives a clearer grasp of the subject as a whole. Questions can easily be drawn from it; as, "What is the aim of story-telling in the primary grades?" In studying the book used in Part I, our teachers must bear in mind that it is primarily the *method* we are studying, rather than the illustrative *matter*, the latter in some cases being objectionable for our work.

September-October

Part I: Book, "Special Method in Reading," by C. A. McMurry¹

ORAL PRESENTATION OF STORIES

Chapter I

1. In the primary grades.
Important aims.
 - a. To secure habit of voluntary attention through interest.
 - b. To furnish material for foundation work in reading.
2. In the home.
 - a. To sow seeds of culture by properly selected material.
 - b. To mold lives by right impressions.
 - c. To create interest in study. Note 1.
3. In the kindergarten.
 - a. To secure spontaneity of movement of mind, as of body by games.
 - b. To induce harmonious action of will, feeling, and knowing power.
4. Relation to reading.
 - a. Necessary means of acquiring ideas before child learns to read.
 - b. Motive furnished,—to get something worth the effort,—“to get stories out of books.”
 - c. Reading an *instrument* of culture.

¹ Published by The Macmillan Company; price, \$1.25.

- d. Progress in learning to read greater when mind is stimulated with interesting material.
- e. Fault of ordinary primers and first readers remedied. Note 2.
- 5. Relation to other subjects.
Importance of oral work in Bible, nature study, home geography, first work in United States history.
- 6. Historical basis.
 - a. In patriarchal times.
 - b. In Israel.
 - c. In Greece.
 - d. In other nations. Note 3.
- 7. Advantages of oral method.
 - a. To give greater clearness and interest.
 - b. To secure more vigorous expression on part of teacher and pupil.
 - c. To induce freedom of activity in gesture, facial expression, intonation, etc.
 - d. To encourage self-expression in blackboard sketching, pencil work at desk—
paper cutting, clay modeling, construction work (various forms of manual training). Note 4.
 - e. To make teacher a real educator.
 - f. To put new life and spirit into school work.

Chapter II

- 8. How cultivated.
 - a. Knowledge of life as found in —
 - (1) Human nature.
 - (2) Physical world.
 - (3) Occupations.
 - (4) Concrete illustrations.
 - (5) Society.
 - b. Knowledge of child life.
 - c. Mastery of story.
 - Determining,—
 - (1) Central idea, or *aim*.
 - (2) Arrangement of essential topics.
 - (3) Use of familiar illustrations.
 - (4) More than mere knowledge of facts.
 - d. Choice of language to secure —
 - (1) Simplicity of expression.
 - (2) Proper use of author's language.
 - (3) Freedom of expression.
 - e. Other modes of expression conducive to interest.
 - (1) Liveliness of manner.
 - (2) Good humor and tact.
 - (3) Strong imagination.
 - (4) Real appreciation of story best adapted to need.
 - (5) Simplicity and definiteness of description.
 - (6) Profuse use of figures appealing to imagination.
 - f. Importance of blackboard outlines in grades above second.
 - g. Development lessons. (Illustrated in Note 5.)
 - h. Reproduction.
The *real* test,— pupil's ability to think and speak for himself.
 - i.k. (See book, if desired.)

Notes

1. "Our Heavenly Father, in giving his Word, did not overlook the children. In all that men have written, where can be found anything that has such a hold upon the heart, anything so well adapted to awaken the interest of the little ones, as the stories of the Bible? In these simple stories may be made plain the great principles of the law of God."—"Education," page 185.

2. The True Education Readers are not open to this criticism, since the vocabulary and plan are drawn from the Oral Bible and Nature Lessons. (See Outline prepared by Miss Katherine B. Hale.) Note also that the two kinds of work suggested by Dr. McMurtry, namely, story-telling, and drill exercises in learning to read, are thus pro-

vided. (See also Suggested Series of Sentences for foundation work by same author.)

3. "As they journeyed [to the annual feasts], the experiences of the past, the stories that both old and young still love so well, were recounted to the Hebrew children."—*"Education," page 42.* "In both the school and the home much of the teaching was oral."—*Id., page 47.*

4. "The use of object-lessons, blackboards, maps, and pictures will be an aid in explaining these lessons, and fixing them in the memory."—*Id., page 186.*

5. The "Development Plan" is well adapted to the Oral Bible and Nature Stories. Under (2) in the book, the condition of the earth in the beginning, if clearly presented, may be used to awaken interest in the Creator's plan of removing these conditions; we note that the first condition, "without form," was doubtless removed when "the Spirit of God moved upon the face of the waters;" light removed the darkness; the "deep" gave way to appearance of dry land. Similarly, we may from the work done each day lead the child to judge what was probably done next. Under (3) if we remember that God's purpose in creation was to have the earth inhabited,—to prepare it for man's home,—this most interesting aim may be held before the child as the story proceeds, thus furnishing material for the "development method."

Part II: Book, "Mistakes in Teaching," by Miss Preston's Assistant¹

No. I. Government

1. What information does the preface give concerning the Miss Preston who figures prominently in Preston Papers?

2. What would you consider legitimate noise in the schoolroom and on the playgrounds? Note 1.

3. What is the basis of self-government?

4. What is the natural result of letting a student know that you mistrust him?

No. II. Reports

1. How can teachers' meetings be made more beneficial?

2. Why did Miss Preston not give her report in the September meeting?

3. What benefits were derived from the October outing with her students? Note 2.

Nos. III, IV. Punishment

1. What should be the purpose of all punishment? (Original answer.) Note 3.

2. Why are sarcasm and ridicule not proper means of punishment?

3. What bearing should the motive of the offender have on the punishment he should receive?

4. What are Miss Preston's positive and negative methods of government?

5. Why should corporal punishment be administered in private? Why not immediately after the offense?

No. V. Museum

1. What advantage was there in choosing the unruly boy to help prepare the museum?

2. How was the museum conducted?

3. How did the museum help to govern the school?

4. How can you make the information given in this paper practical in your own school?

No. VI. Responsibility

1. What effect has the schoolroom environment upon the conduct of the students?

2. What unusual interest shown in her students by Miss Preston causes the school board to be willing to supply her wants?

3. What were some of the results of making the schoolroom pleasant? Note 4.

No. VII. Geography

1. In what respect do you agree with Miss Preston's methods of teaching geography? Why? Note 5.

2. In what, if at all, do you disagree with her? Why?

¹ Published by Hinds, Noble & Eldredge, New York. Price, \$1.

Notes

1. "Many classes are quiet through sheer listlessness or dullness. What is needed in a school is the order of life, not the order of death. Order means having every child in the school attending to his own duty, and attending to it, of course, in the quietest possible manner. So long as no individual in a school is attending to another's business, or doing anything to attract the attention of any other person, efficiency should not be sacrificed for the sake of silence. A good breeze is all right if it does not come in squalls. Perfect order may be quite in harmony with a considerable amount of noise. In a factory, for instance, although the noise of machinery may be deafening, and the bustle of workmen may appear quite confusing to an outsider, everything is usually in the most perfect order. Order does not necessarily mean repression. The order needed in school is work systematized. This is genuine order, the only kind that will last."—*Mistakes in Teaching*, Hughes.

"The basic element in conduct is self-control and self-guidance. Until the youth has acquired the power of self-control and self-guidance, he must be controlled and guided by some agent acting for him. This agent usually is the teacher. The function of the teacher as disciplinarian ends as soon as this power of self-regulation is developed. Here the teacher needs to learn a great lesson,—trust the pupil, believe in him, as Jesus believed in mankind. We shall never make our pupils self-regulating by suspecting, doubting, watching, and spying upon them. It is generally admitted now that juvenile criminals are most speedily reformed by putting them upon their honor. The fact that somebody believes in a boy is the surest stimulus to his standing stanch and strong for the things that some one believes him capable of doing."—*The Making of a Teacher*, by Brumbaugh, pages 213, 214.

2. "To strengthen the tie of sympathy between teacher and student there are few means that count so much as pleasant association together outside the schoolroom. In some schools the teacher is always with his pupils in their hours of recreation. He unites in their pursuits, accompanies them on their excursions, and seems to make himself one with them. Well would it be for our schools were this practise more generally followed. The sacrifice demanded of the teacher would be great, but he would reap a rich reward."—*Education*."

3. "The true object of reproof is gained only when the wrong-doer himself is led to see his fault, and his will is enlisted for its correction. When this is accomplished, point him to the Source of pardon and power. Seek to preserve his self-respect, and to inspire him with courage and hope.

"This work is the nicest, the most difficult, ever committed to human beings. It requires the most delicate tact, the finest susceptibility, a knowledge of human nature, and a heaven-born faith and patience, willing to work and watch and wait. It is a work than which nothing can be more important.

"Those who desire to control others must first control themselves."—*Education*, by Mrs. E. G. White, pages 291, 292.

4. "No recreation helpful only to themselves will prove so great a blessing to the children and youth as that which makes them helpful to others. Naturally enthusiastic and impressible, the young are quick to respond to suggestion. In planning for the culture of plants, let the teacher seek to awaken an interest in beautifying the school-grounds and the schoolroom. A double benefit will result. That which the pupils seek to beautify they will be unwilling to have marred or defaced. A refined taste, a love of order, and a habit of care-taking will be encouraged; and the spirit of fellowship and cooperation developed will prove to the pupils a lifelong blessing."—*Id.*

5. "To the earnest teacher, then, the earth is not a mere material thing, but it becomes, instead, the complement of man by challenging him to a combat with physical forces that by action and reaction develop him in all the elements of his nature, physical, mental, and moral. This improvement that has come in the line of geography teaching in the past years has led away from the old barren ideas of dead forms to something with life and inspiration in it. From the sailor geography of capes, headlands, bays, and harbors, or the traveling man's mental picture of railroad lines and dots for cities on the map as the exclusive effort of the child, it has developed into a study that breathes of landscapes with brooks and meadows, farms of waving grain and grazing herds, railroads with steel rails and panting locomotives, and cities bustling with commercial life."—*Teacher at Work*, Bender.

November

Part I

Chapter III

1. WHAT two purposes does a good story serve when told to children in the first primary?
2. What are the essential qualities of a good story for children?
3. What counsel is suggested as helpful in story-telling?
4. In the oral treatment of the story, of what value is reproduction on the part of the pupil, and why does this continue to be interesting?
5. What lessons may be learned incidentally from stories?
6. How is the story made to furnish thought material in learning to read?
7. How are thought and symbol brought into firm connection?
8. Trace the analytic-synthetic process involving sentence, word, and sound (phonic element). Note 6.
9. What other school activities are combined in the reproduction of stories?
10. How is the power to use good English cultivated?
11. Why should children in the first primary be held to the best models of spoken language?

Chapter IV

1. What is the advantage to children of the study of home and the home neighborhood?
2. What is the peculiar function of the school in developing a taste for good literature?
3. How may construction work be correlated with story-telling?

Notes

6. "The material which the child reads, while it must be simple enough to come within his easy comprehension, must contain real thought, and thought which is interesting from the child's point of view. The first reading lessons, therefore, should consist of short sentences derived from the children's guided conversation on interesting topics, such as their pets, toys, games, nature lessons, and child literature.

"These are written, sentence by sentence, upon the blackboard, read and reread, erased, written again and read repeatedly until mastered.

"When from three to six sentences have been learned, the important words are selected by the class. Thorough and often-repeated word drills, by varied and interesting devices, make these words familiar to the children.

"When a sufficient number of words is mastered, they are recombined to form short new sentences for class reading.

"The next step is the breaking up of words into phonic elements with drill on the same; and word building, or the blending of phonic elements to form new phonetic words."—*Teaching Beginners to Read*, by Katherine B. Hale.

It will be noted that in the questions on these chapters the *method*, not the material suggested in the text, is to be studied. It is suggested that primary teachers send in lists of books adapted to use in the primary grades, which they consider helpful, and which are free from objectionable matter. From these lists a regular line of child literature may be compiled for use in the primary grades.

Part II

No. VIII. Teachers' Examinations

1. What is Miss Preston's criticism of the ordinary teachers' examinations?
2. What would she emphasize instead of facts and figures?
3. Do you think she underestimates the importance of a teacher's being thoroughly acquainted with her subject? Why?
4. What two suggestions does she make for the giving of teachers' examinations? Do you agree with her? Why?

No. IX. Prize Giving

1. What objections are urged to the giving of prizes?
2. What did Miss Preston substitute for prize giving to win the good will of the students?

3. Do you give prizes at all? If so, how do you avoid the evil results mentioned in this paper? (Original answer.)

4. In this connection read Note 3.

No. X. Numbers

1. Outline briefly Miss Preston's method of teaching primary numbers.
2. How is the concrete idea of numbers associated with the figures representing the numbers?
3. How can multiplication, division, and subtraction be taught concretely?
4. Does this method eliminate the necessity of memorizing the multiplication tables when the child is older? (Original answer.)

No. XI. Primary Arithmetic

1. How does Miss Preston help the dull student to understand the process of borrowing in subtraction?
2. How may compound numbers be taught concretely?
3. How would you supplement these concrete methods to develop rapidity of calculation? (Original answer.)

Notes

6. "The chief fault with prizes is that they stimulate only a very few, and those are the ones who are working hard enough. The large majority in the class make little if any effort to attain them, and those who need the incentive most are absolutely indifferent. The late Dr. White, one of the wisest and most conservative school men that America has produced, says 'that the prize system has an appalling list of victims who have died early, or who are invalids for life. Superiority in scholastic attainments is dearly bought at the sacrifice of health and physical vigor.'" —*"School Management,"* by S. T. Dutton, page 102.

December

Part I

CHAPTER V

Third Grade Stories

1. WHAT advantage has story-telling for reproduction, over the simple reading of stories for entertainment?
2. In what respects do the Bible stories stand preeminent?
3. Why are these stories adapted to all ages and countries?
4. What value has the story of Joseph?
5. In what Bible characters do heroic qualities appear?
6. To what are these stories an introduction?
7. What value have these stories in the moral instruction of children?

CHAPTER VI

Method in Primary Reading

1. What is the first requisite to good reading?
2. What relation should primary reading sustain to previous oral treatment of stories? Note 7.
3. What should be the nature of the first lessons? Note 8.
4. How may the self-activity of the child be stimulated in later lessons?
5. What methods are combined in the best reading work? (See "Church-School Manual," pages 331, 332.)
6. Show that the method is in two respects analytic-synthetic.
7. Of what value are science (nature) lessons as material for sentences?
8. What is oral reading? (See also "Church-School Manual," page 331.)
9. What are the three steps in oral reading?
10. By what devices are the best results obtained, (a) in eye-training? (b) in thought-getting? (c) in thought-giving?
11. What aim should be primary in the reading class?
12. What is the result of too much imitative reading?
13. What mistake is often made in working for expression?

14. Show the value and means of securing, (a) natural tone; (b) distinct enunciation; (c) proper pronunciation.

15. Why are supplementary readers needed? Note 9.

Notes

7. This principle is applied in the True Education Readers for Primary Grades, the material being partly taken from the Oral Bible and Nature stories.

8. First reading lessons: —

- (1) Brief talk to concentrate attention.
- (2) Place the sentence drawn from the children on the board. (It should consist of but two or three words.)
- (3) After a few seconds, erase.
- (4) Reproduce for recognition.
- (5) Read the sentence.
- (6) Children read individually.
- (7) Children reproduce.

— From "Teaching Beginners to Read."

9. "Our Little Folks' Bible Nature," by Ella King Sanders; and "Plant Life and Animal Life," by Florence Bass, are suggested as supplementary readers for the first two grades.

Part II

No. XII. Composition

1. What are some of the mistakes commonly made in teaching composition?
2. How did Miss Preston avoid these mistakes?
3. What was held out as an incentive to earnest effort?

No. XIII. Management

1. In reply to the question, "How shall I best promote the interests of my school?" what answers were given by the other teachers?
2. Briefly describe Miss Preston's reception given to her students and their parents.
3. In what other way did she keep in touch with students and parents?
4. How do you plan to make these suggestions practical in your work? (Original answer.)

No. XIV. Environment

1. Describe the school yard as Miss Preston found it.
2. Give a brief summary of what she did to change it.
3. What effect did this have on the liberality of the school board?

January

Part I

CHAPTER VII

Exercises and Lessons

1. WHAT is the advantage of teaching primary reading incidentally?
2. What exercises in the general management of the school afford opportunity for reading the written directions from the blackboard?
3. How may story-telling (Bible and nature) be made to furnish similar material for teaching reading incidentally?
4. Of what service are games in teaching "action reading"?

CHAPTER VIII

List of Books

Teachers are urged to send in to the journal the names of primary books, including paper-covered classics, which they have found desirable for children's use, and also a list of books helpful to teachers.

CHAPTER IX (to page 167)

Educational Value of Literature

1. How have children gained access to "The King's Gardens," and of how much importance is this?

2. What duty is incumbent upon educators?
3. With what peculiar difficulties is the teaching of literature beset?
4. What analogy exists between the ability to appreciate poetry and the ability to appreciate religion?
5. What does Spencer say of the meaning of the mere ability to read?
6. Into what choice society would Ruskin introduce us, and how does it differ from earthly courts?
7. What does Carlyle regard as a "true university"?
8. What are the essential elements of a masterpiece?
9. What is the function of a true poet, and how does he compare with the men of his time?
10. What does Shairp say of the genesis of poetry?
11. What poems are cited as illustrations of this fact, and by whom were they written?

Note

10. Read the chapter "Poetry and Song," in "Education," pages 159-168; also the topics "Pagan Authors" and "Fiction," pages 226, 227. One author has said, "Greek poetry is beautiful; Hebrew poetry is sublime."

Part II

Nos. XV and XVI. Health

1. What five reasons were given by different ones for taking care of one's physical being?
2. Give Miss Preston's reasons.
3. What was said concerning proper breathing, eating, dressing, and resting as means of promoting health? Note 4.
4. What of the use of drugs?

Nos. XVII and XVIII. Grammar

1. What was Colonel Clinton's objection to the public school?
2. What was his criticism of the assistant's method of teaching grammar?
3. At the next meeting what opinions regarding the teaching of grammar were expressed by the teachers?
4. How did Miss Preston get her students to speak correctly?
5. What use did she make of a text-book in grammar?

Note

7. "The relation of diet to intellectual development should be given far more attention than it has received. Mental confusion and dulness are often the results of errors in diet.

"It is frequently urged that, in the selection of food, appetite is a safe guide. If the laws of health had always been obeyed, this would be true. But through wrong habits, continued from generation to generation, appetite has become so perverted that it is constantly craving some hurtful gratification. As a guide it cannot now be trusted.

"In the study of hygiene, students should be taught the nutrient value of different foods. The effect of a concentrated and stimulating diet, also of foods deficient in the elements of nutrition, should be made plain. Tea and coffee, fine-flour bread, pickles, coarse vegetables, candies, condiments, and pastries fail of supplying proper nutriment. Many a student has broken down as the result of using such foods. Many a puny child, incapable of vigorous effort of mind or body, is the victim of an impoverished diet. Grains, fruits, nuts, and vegetables, in proper combination, contain all the elements of nutrition; and when properly prepared, they constitute the diet that best promotes both physical and mental strength.

"There is need to consider not only the properties of the food, but its adaptation to the eater. Often food that can be eaten freely by persons engaged in physical labor must be avoided by those whose work is chiefly mental. Attention should be given also to the proper combination of foods. By brain workers and others of sedentary pursuits, but few kinds should be taken at a meal.

"And overeating, even of the most wholesome food, is to be guarded against. Nature can use no more than is required for building up the various organs of the

body, and excess clogs the system. Many a student is supposed to have broken down from overstudy, when the real cause was overeating. While proper attention is given to the laws of health, there is little danger from mental taxation; but in many cases of so-called mental failure, it is the overcrowding of the stomach that wearies the body and weakens the mind."—"Education," pages 204, 205.

February

Part I

CHAPTER IX

Educational Value of Literature

1. WHAT argument shows the value of literature as a means of moral education?
2. How is this education best given, and how does it develop the moral judgment of the child?
3. What lessons in growth of character and fruit of conduct are learned from biography? Note 11.
4. How does the influence of books compare with that of living companions?
5. What does Cooke regard as the purpose of true poetry?
6. With what other element than the moral is a true masterpiece infused?
7. What practical as well as artistic fruit does the creative imagination produce, and what may education do to cultivate it?
8. Of what importance is the *form* of a literary masterpiece, and how may this be adapted to the child? Note 12.
9. Summarize the three qualities of a choice piece of literature.

CHAPTER X

The Study of Masterpieces as Wholes

1. What was the chief aim in the choice of selections for the older school readers?
2. How does the study of a longer complete masterpiece affect the degree of interest developed, and the *kind* of interest?
3. Of what value educationally is the study of a masterpiece as a *unit of thought*?
4. With what figure does Ruskin represent the search for this unit?
5. What has sometimes been the effect of reading mere fragments of literature in school readers?
6. With what illustration does Kingsley show the unfairness of this method?
7. How does the study of wholes deepen the moral effect?
8. What light is thrown upon the history and customs of a nation?
9. Why is this more impressive than history, and what proper appreciation does it give to the child?
10. What use should be made of shorter selections?
11. What is the chief aim in the study of literary wholes, and upon what notion is it based?
12. What difficulties are encountered in this method of study, and how can they be met?

Notes

11. "Sacred history presents many illustrations of the results of true education. It presents many noble examples of men whose characters were formed under divine direction; men whose lives were a blessing to their fellow men, and who stood in the world as representatives of God. Among these are Joseph and Daniel, Moses, Elisha, and Paul. . . . The same mighty truths that were revealed through these men, God desires to reveal through the youth and the children of to-day. The history of Joseph and Daniel is an illustration of what he will do for those who yield themselves to him, and with the whole heart seek to accomplish his purpose."—"Education," chapter, "Lives of Great Men."

12. The principle of adaptation applies to Bible stories also. The following books give these stories in simple form:—

Bible Child Life	Steward
The Story of Joseph	White
Easy Steps in the Bible Story	Evans
Best Stories	White

Part II .**No. XIX. Whispering**

1. How did Miss Preston deal with the problem of whispering?
2. What liberties did she permit?
3. Do you think you could adopt this method in your school without losing control of the situation? Have you tried it? If so, with what results? (Original answer.) Note 5.

No. XX. Manners

1. What incident led to the discussion of manners at the teachers' meeting?
2. What complaint had been made of the roughness and rudeness of the high-school students? Note 6.

No. XXI. Dress

1. Show from this paper what an influence a teacher's dress has upon her students.
2. What practical suggestions did Miss Preston make concerning dress materials and colors?
3. What important phase of the dress question is not mentioned in this paper? Discuss it briefly. (Original answer.) Note 7.

Notes

8. "Whispering in itself is not wrong; under certain circumstances it is delightfully proper. A pupil may whistle in the bounds of duty and propriety; there is no offense in the nature of the act as such. It is only when the pupil, by such means, consents to break the unity of the school that his act becomes an offense. The offense is in the intention. His deed is in his mind. A wrong act, or an offense, is a choice against the spiritual unity of the school. The pupil may remain out of school entirely against his will; then he is spiritually at one with the school. Though absent in body, he is present in mind. Were he present in body by force, willing to be elsewhere, he would still be an offender. The pupil who wills to remain out of school has done that which, if generalized, would destroy the organization, and thus defeat its purpose. An offense in school is always a choice in a line of action which will destroy, or tend to destroy, the school. The end of the school can not be attained if whispering be chosen as a practise. The pupil who whispers, in a way, consents to that which tends to defeat the purpose of the school. The offense is in his mind, and not in his outer deed. And this offense does not consist in the mere fact of consenting to whisper in school. One may whisper in school or other organized body with perfect propriety. Suppose a political speaker or a minister in his sermon makes a good hit, an auditor might well nudge his neighbor and whisper, 'That's good, that's good!' And when the fervor of the occasion waxes warm, the shout of an 'Amen' might further the interests of the occasion. The evil lies only in the consent to do that kind of whispering which if generalized would defeat, or tend to defeat, the purpose of the organization."—*"School Management," by Tompkins.*

9. Read in this connection page 240 in "Education."
10. Read here "Healthful Dress," on page 199 in "Education."

March**Part I****CHAPTER XI****Literary Materials**

1. UNDER section 2, what high tribute is paid to the patriarchal stories of the Old Testament?
2. What preparation for United States history may be presented in grades 4 and 5, and with what correlated literary material?
3. What biographical study is suggested for grades 6-8?
4. What pictures of American life are valuable, and why?
5. What valuable aid to nature study does poetry afford?
6. How may the spirit of true patriotism be cultivated by literature?
7. What six writers does Scudder regard as typical American poets? What comparative value in the nation does he give them?

8. In his judgment, what part have the old in furnishing ideals for the young?
9. Through what art does he think the nationality of a country or people finds its main expression?
10. What is Scudder's estimate of American authors for Americans?
11. In schools where the Bible is not admissible, by what means may the spiritual nature of the child be touched? Note 13.
12. How do the higher products of literature quicken spiritual life?
13. Show that our standard writers were not simply Americans, and of what value the European element is in their work.
14. How have the characteristics of the New World molded their productions?

CHAPTER XII

Class-Room Method (to page 251)

PREPARATION.—1. What other than a mere intellectual preparation should the teacher make?

2. How does this lighten his task?

ASSIGNMENT OF LESSON.—1. What is the chief aim in the assignment, and how is it attained?

2. What is the second aim, and what its relation to the first?

3. To what extent should the assignment be suggestive, and to what extent definite?

4. What mistake is often made in the effort to induce self-activity?

5. What caution is given regarding hasty assignments?

6. How may reference work, pictures, and maps contribute to the interest of the class?

Note

13. "When the churches first founded the common schools in this country and in Europe, the Bible was made the basis of religious and moral training, and definite means were thus supplied for reaching the result. This is still true of many European schools. But now that our schools have been completely secularized, and the Bible banished as a text-book, we have in our school course no material of pronounced ethical content whose avowed purpose is moral culture. . . . The great central studies of the school course, such as reading, literature, and history, are filled to overflowing with material of the best quality upon which the moral judgments and sympathies may be directly cultivated. These forms of biography and history and literature which are coming to be most used in the schools, are especially fruitful in these personal, concrete forms of life which reveal simple moral ideas in a striking form."—*McMurry's "General Method,"* pages 7, 10, 11.

This note shows the limitations of the public school. While the material recommended is valuable, we have access to the *best, in the Bible*.

Part II

Nos. XXII and XXIII. Penmanship

1. Give a brief account of the conversation at a meeting of the sewing society which caused the question of penmanship to be discussed at the next teachers' meeting.

2. Briefly describe Miss Preston's method of teaching beginners to write. Speak of age, and materials used.

3. Outline a model lesson as given in the first part of No. XXIII.

4. What was used instead of copy-books?

5. What helpful suggestions were given for more advanced classes?

No. XXIV. Overwork in School

1. What criticisms were made of overcrowded curriculums?

2. What plan was offered as a means of relief to overworked students? to overworked teachers?

3. What objections do you see to too much freedom in selecting studies in the high-school grades?

No. XXV. Spelling

1. For what purpose did Miss Preston use oral spelling?
2. How did she conduct the written spelling lessons?
3. How may spelling be taught in connection with other studies?
4. What other plans for teaching variety in the teaching of spelling were offered by Miss Preston and others?

April

Part I

CHAPTER XII

Class-Room Method in Reading, page 252, Section 3

- THE RECITATION.—1. What two elements contribute toward the successful correction of errors in reading?
2. What place should purely formal exercises have in the recitation?
 3. What two natural tendencies should the teacher avoid in the use of class time?
 4. What double value have good questions in the reading class, and what type of questions should be avoided?
 5. How may sense perception and imagination be stimulated by the teacher, and what material does he use in doing this? Note 14.
 6. What relation should questions, discussions, references, etc., bear to expressive reading, and what proportion of time should each receive?
 7. Of what value is variety in the reading exercises, and how may it be secured?
 8. Show the benefits derived from effort concentrated upon one thing at a time.
 9. What important special aims may be set up in carrying out this principle?
 10. What place should these varied elements have in the final review?
 11. What use may be made of memorized passages?
 12. What subordinate aims may now and then become dominant?
 13. What is the best test of success in conducting a reading class, and how is attention best secured? Note 15.
 14. How should the moral lessons suggested by the selection be treated?
 15. Of what value is sight reading, and how may it be cultivated?
 16. What habits of self-help should be begun in grades 4 and 5, and how further extended in later grades?
 17. Copy and classify the "Summary of Significant Points" into those which are essential and those which are subordinate.

CHAPTER XIII

Illustrative Lessons in Reading

1. Study carefully the lesson on Hiawatha, noting especially the character of questions, the word study, and suggested correlation.
2. What value do you place upon comparative study of similar selections from various authors, as illustrated in lessons on "Snow-Bound," etc.?
3. Show that we may employ a similar method in Bible study, as of the Gospels, Kings, and Chronicles, Bible and Testimonies, etc.

Notes

14. "The objective method," says Prof. S. S. Green, "is that which takes into account the whole realm of nature and art so far as the child has examined it, assumes as known only what the child knows,—not what the teacher knows,—and works from the well known to the obscurely known. . . . A reading lesson descriptive of a thunder-storm on Mt. Washington will be something more than a mere conformity to the rules of the elocutionist. It will be accompanied by a concept wrought into the child's mind, outstripped in grandeur only by the scene itself. The mind's eye will see the old mountain itself with its surroundings of gorge and cliff, of woodland and barren rock, of deep ravine and craggy peak. It will see the majestic thunder-cloud moving up, with its snow-white summits resting on wall as black as midnight darkness. The ear will almost hear the peals of muttering thunder as they reverberate from hill to hill."—Gordy's *"New Psychology,"* pages 296-298.

15. Read the chapter on attention in James's "Talks to Teachers," or in any standard psychology or pedagogy.

Part II**No. XXVI. Reading**

1. At this meeting what faults in reading and the teaching of it were mentioned by different teachers?
2. What suggestions were offered to correct these faults?
3. What marked improvement has been made in readers now in use? Note 8.

No. XXVII. Hobbies

1. Give in their order the hobbies of the various teachers.
2. Miss Preston said her hobby was to make things too easy for the children. Do you think it is possible to make everything so interesting for a child that he becomes a slave of his interest? Explain. (Original answer.) Note 9.
3. What is your hobby or most serious shortcoming as a teacher? (Original answer.)

No. XXVIII. Physiology

1. What objection did Mrs. Bryan raise to teaching physiology in the public school?
2. What was Miss Wood's objection to having physiology in the curriculum?
3. In the teaching of this subject what practical results should be accomplished?
4. How did Miss Preston teach physiology? Note 10.

Notes

11. "When thou redest, look steadfastly with the mind at the things the words symbolize. If there be question of mountains, let them loom before thee; if of the ocean, let its billows roll before thine eyes. This habit will give to thy voice, even, pliancy and meaning. The more sources of interest we have, the richer is our life. To hold any portion of truth in a vital way is better than to have its whole baggage stored away merely in one's memory."—*"How to Teach Reading,"* by S. H. Clark, page 13.

12. "The necessity will always be rising to call upon effort to take up the fight and hold us to duty where interest has failed. And it is just here that there must be no failure, else we shall be mere creatures of circumstances, drifting with every eddy in the tide of our life, and never able to breast the current. Interest is not to supplant the necessity for stern and strenuous endeavor, but rather to call forth the largest measure of endeavor of which the self is capable. It is to put at work a larger amount of power than can be secured in any other way; in place of supplanting the will, it is to give it its point of departure and render its service all the more effective."—*"The Mind and Its Education,"* by G. H. Betts, page 207.

13. "Children should be early taught, in simple, easy lessons, the rudiments of physiology and hygiene. The work should be begun by the mother in the home, and should be faithfully carried forward in the school. As the pupils advance in years, instruction in this line should be continued until they are qualified to care for the house they live in. They should understand the importance of guarding against disease by preserving the vigor of every organ, and should also be taught how to deal with common diseases and accidents. Every school should give instruction in both physiology and hygiene, and, so far as possible, should be provided with facilities for illustrating the structure, use, and care of the body.

"There are matters not usually included in the study of physiology that should be considered,—matters of far greater value to the student than are many of the technicalities commonly taught under this head. As the foundation principle of all education in these lines, the youth should be taught that the laws of nature are the laws of God,—as truly divine as are the precepts of the decalogue. The laws that govern our physical organism, God has written upon every nerve, muscle, and fiber of the body. Every careless or wilful violation of these laws is a sin against our Creator.

"How necessary, then, that a thorough knowledge of these laws should be imparted! The principles of hygiene as applied to diet, exercise, the care of children, the treatment of the sick, and many like matters, should be given much more attention than they ordinarily receive."—*"Education,"* by Mrs. E. G. White, pages 196, 197.

May

Part I

CHAPTER XIV

The Value of Classics to the Teacher

1. Or what double value is literature to the teacher?
2. Why does literature give a truer insight into events than history? Illustrate.
3. What discriminating power does it exercise regarding political events?
4. What are the two main avenues of social culture?
5. How does literature broaden our knowledge of human nature?
6. What power does literature hold for those whose early life has lacked elements of culture?
7. Under what conditions only is this potentiality of literature realized?
8. Of what value would "The Schoolmaster in Literature" be to the teaching world?
9. What personal inspiration does the teacher himself need, and why? (See also "Education," page 282.)
10. How does Dr. Hillis explain the present lack of interest in text-books on ethics and morals?
11. Show that this principle is in accord with the use of the object-lesson in modern pedagogy.
12. Distinguish the "literature of power" from the "literature of knowledge."
13. How does the study of literature bring teacher and pupils into sympathy, and contribute to applied psychology?
14. Of what value is the cultivation of a sense of humor, and how is this best accomplished?
15. Summarize the ways in which the study of literature is profitable to the teacher-

Note

16. "Many books of no real value, books that are exciting and unhealthful, are recommended, or at least permitted to be used, because of their supposed literary value. Why should we direct our children to drink of these polluted streams when they may have free access to the pure fountains of the Word of God? The Bible has a fulness, a strength, a depth of meaning, that is inexhaustible. Encourage the children and youth to seek out its treasures, both of thought and of expression. As the beauty of these precious things attracts their minds, a softening, subduing power will touch their hearts. They will be drawn to Him who has thus revealed himself to them. And there are few who will not desire to know more of his works and ways."—"Education," page 188.

"The springs of heavenly peace and joy unsealed in the soul by the words of Inspiration will become a mighty river of influence to bless all who come within its reach. Let the youth of today, the youth who are growing up with the Bible in their hands, become the recipients and the channels of its life-giving energy, and what streams of blessing would flow forth to the world!—influences of whose power to heal and comfort we can scarcely conceive,—rivers of living water, fountains 'springing up unto everlasting life.'"—"Education," page 192.

Part II

No. XXIX. The Teaching of History

1. What objection was raised to the teaching of history in the primary grades?
2. How did Miss Wardwell develop and conduct a history library?
3. What do you think of Miss Preston's method of teaching history backward? (Original answer.)
4. Describe briefly how she secured thoroughness in her history teaching. Note 11.

No. XXX. Nature Work

1. What did Mr. Lowell give as one of the reasons why nature work had been so nearly a failure in many instances?

2. How did Miss Preston make her nature teaching intensely practical and interesting?

3. How did she keep this up in winter? Note 12.

No. XXXI. Manual Training

1. How did manual training come to be introduced in this school?

2. Give some of the arguments in favor of teaching manual training in school.

3. Why did not the taxpayers object to the increase in their taxes which was necessary to provide facilities for manual training? Note 13.

No. XXXII. From Kindergarten to Primary

1. Give a brief statement of what you understand kindergarten work to be. (Original answer.)

2. What objections to kindergarten work were urged by the primary teachers?

3. What remedies did Miss Preston offer for the shortcomings of the kindergarten system?

4. What does she give as some of the benefits of the kindergarten?

5. Do you think our day-schools ought to provide kindergarten departments? (Consult the Testimonies before answering this question.)

Notes

14. "The use of the best historical and literary works as a means of strengthening moral motives and principles with children whose minds and characters are developing, is a high aim in itself, and it will add interest and life to the formal studies, such as reading, spelling, grammar, and composition, which spring out of this valuable subject-matter.

"History, in this broad and liberal sense, should be a powerful constituent of a child's education. That subject-matter which contains the essence of moral culture in generative form deserves to constitute the chief mental food of young people. The conviction of the high moral value of historic subjects and of their peculiar adaptability to children at different ages, brings us to a positive judgment as to their relative value among studies. The first question, preliminary to all others in the common-school course, 'What is the most important study?' is answered by putting the study of man in history and literature at the head of the list."—*Elements of General Method*, by Chas. McMurry, pages 49, 50.

15. "Nature study is a revolt from the teaching of formal science in the elementary grades. In teaching practise, the work and the methods of the two intergrade, to be sure, and as the high school and college are approached, nature study passes into science teaching, or gives way to it; but the intentions or motives are distinct—they should be contrasted rather than compared. The nature study method is a fundamental and, therefore, a general educational process; the formal science teaching method is adapted to mature persons and to those who would know a particular science.

"Nature study, then, is not science. It is not knowledge. It is not facts. It is spirit. It is an attitude of mind. It concerns itself with the child's outlook on the world."—*The Nature Study Idea*, by L. H. Bailey, pages 5, 6.

"We are to open the child's mind to his natural existence, develop his sense of responsibility and of self-dependence, train him to respect the resources of the earth, teach him the obligations of citizenship, interest him sympathetically in the occupations of men, quicken his relations to human life in general, and touch his imagination with the spiritual forces of the world."—*Id.*, page 11.

16. "Manual training is deserving of far more attention than it has received. Schools should be established that, in addition to the highest mental and moral culture, shall provide the best possible facilities for physical development and industrial training. Instruction should be given in agriculture, manufactures,—covering as many as possible of the most useful trades,—also in household economy, healthful cookery, sewing, hygienic dressmaking, the treatment of the sick, and kindred lines. Gardens, workshops, and treatment-rooms should be provided, and the work in every line should be under the direction of skilled instructors."—*Education*, by Mrs. E. G. White.

June Part II

No. XXXIII. Practical Psychology

1. WHAT are some of the practical phases of psychology mentioned in the early part of this section?
2. How can the will be made to overcome sleeplessness?
3. What physical means of encouraging sleep are mentioned?
4. Would you judge from this section that the more pedagogical phases of psychology are without benefit to the teacher?

No. XXXIV. Opening Exercises

1. What difficulties in connection with opening exercises are mentioned?
2. How did Miss Preston make her opening exercises interesting and profitable?
3. How was music made to contribute?
4. What use was made of the Bible?

No. XXXV. Reviews

1. State some of the arguments for and against reviews, given by Mr. Macomber and Miss Preston, respectively.
2. Give briefly Miss Preston's plan of conducting reviews.
3. How did humor help to make the reviews interesting? Do you approve of this? Why? Note 14.

Note

17. "In addition to all the gain which comes from the work of reviewing, in the teaching-process, as a means of testing the measure of knowledge already attained by the scholar, and again, as a means of fastening in the scholar's mind the truth already taught to him, there is a farther gain in this work, as a means of securing a *new* view of the truth which has been taught by the teacher, and which has been learned by the scholar. Indeed, this new-viewing of the truth is the chief gain of all reviewing at stated seasons, as in distinction from occasional and incidental reviewings; and again it is the more important feature of reviewing,—as essential to the completion of the teaching-process,—in its distinction from reiteration, repetition, recapitulation, or revision.

"A word or a statement of truth uttered by a teacher or by a scholar can be at once *reiterated* or repeated by teacher or scholar, or by both teacher and scholar. There is a possible gain, so far, in the line of testing the understanding of the word or statement as first spoken; also in the line of fixing the expressed thought in the mind of the learner; but no new view of the truth involved is likely to come through such reiteration or repetition. No new light on the subject necessarily follows the second, or the tenth, repetition of a word or a statement in the form of its original expression. There is a reviewing, but no new-viewing, in such reduplication of that which was recognized in its completeness at the first.

"The main points of a series of statements may be *recapitulated*, after their first consecutive mention, without any new view of them being gained, or being aimed at. Similarly, a *revision* of the work done may leave it just as it was on its first going over. But a review of a series of words or statements, of facts or truths, which were before taken up singly, and were looked at only in their separateness, may give an utterly *new* view of the whole,—a view of them in their relation to each other, and to a common whole,—which would not have been possible except from this late standpoint of observation. This *new-viewing* of the whole, in a review of the teaching-work of a month, or of a quarter, or of a year, is a phase of reviewing which cannot be ignored or neglected by any teacher without a loss to his scholars of that view of the truth taught which would be likely to prove of more value to him than all which he has gained thus far from his teacher's teaching."—"Teaching and Teachers," by Trumbull, pages 221, 222.

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Lessons in Drawing

BY DELPHA S. MILLER

Yearly Plan for Grade One

MEDIUMS, TOOLS, OBJECTS.—Crayola, clay, paper, blackboard, color chart, spectrum, colored sticks and papers, scissors, type solids, sand table.

CORRELATION.—Bible nature, reading, gardening, sewing, sloyd.

PROBLEMS.—Clay modeling based upon type forms and correlated with reading, Bible nature, and gardening. Type forms, sphere, hemisphere, cube. Other objects modeled; animals studied in Bible nature, leaves, flowers, fruits, vegetables, birds' nests, simple utensils, house based upon the cube.

CRAYOLA.—Drawings of autumn flowers, grasses, leaves, fruits, vegetables, in color. Simple landscapes from teacher's dictation and from memory and imagination. Illustrative drawings appropriate to the season; games and sports of winter; spring growths from field and garden; birds, and other animals studied in Bible nature.

PAPER CUTTING AND TEARING.—Cutting from patterns of fruit, vegetables, flowers, animals, and birds, followed by free cutting; cutting to dictation simple forms of furniture, utensils, tools; cutting of circles, squares, oblongs from colored papers for drill in color perception and for laying borders and other simple designs.

Paper tearing for story illustration.

Stick laying in simple designs, and for number drill.

BLACKBOARD.—Straight-line drawing involving two dimensions only; drawing of fruits, flowers, trees, birds, simple landscapes, based upon the Bible nature and reading-lesson matter; landscapes illustrating seasons. Teach terms involved, as vertical.

Free story illustration, choosing any medium. Picture study.

September-October

Plan for First Two Months

BLACKBOARD.—Exercise in passing to board, position, heeding directions. Teach manner of holding crayon; producing straight lines; light-gray lines by light pressure; white lines, using heavy pressure; use of broad lines. For drill in line drawing introduce a little game: The little men in white; they stand, they lie down, they walk very slowly down or across the board, they walk fast, they run. Teacher may count for them. Children may count. Teach terms, straight, slanting, vertical, horizontal. Vary this exercise by free drawing of goldenrod, daisies, grasses, and other things of nature most familiar at this time. The straight-line drawings may proceed by easy steps. Let teacher place at top of board such drawings as are given herewith. Many other objects may be introduced and simply drawn, as a bench, dresser, dining-table, chairs of various kinds, tools involving straight lines, houses differing in style. Teach drawing of square and oblong, finding center of upper horizontal line, placing point above, draw slanting lines from point to upper right and left corners. When boards are represented, the eraser is used for drawing windows and doors.

CRAYOLA.—Place crayola picture of simple landscape before class. Dictate the drawing and illustrate at blackboard. Draw colored landscape on board. Have class reproduce in crayola. Suggest a game, or children gathering flowers. Describe the imaginary picture. Have children reproduce it. Have each child draw picture of his own imagining. Place simple pictures of fruit before them for copying. Bring pears, apples, or simple vegetables to class. Draw them in color.

PAPER CUTTING.—Use cheap grade of paper. Teacher cut freely before the class a circle, peach, apple, pear, beet, carrot, simple animals, as little chicks. Display frequently child's painstaking efforts on walls of the schoolroom. Follow suggestions in yearly plan and occupation outline for clay modeling.

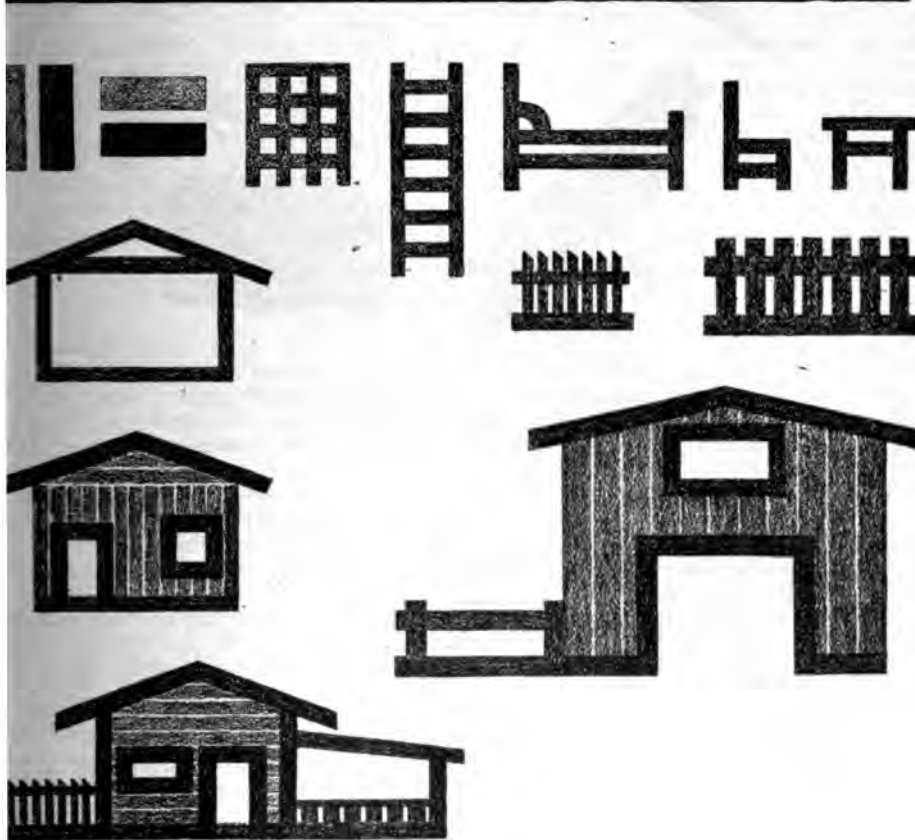
(For illustrations of blackboard and paper-cutting work, see the next two pages.)

WEEKLY PLANS

This work is based upon the Bible nature lessons. The weekly plans for the first month are here given to show how the work of the occupation period may correspond to that given during the drawing period. This is not a plan for the Bible nature storytelling, but has to do with the illustration of the memory verses and the occupational work only. (For continuation of "Weekly Plans," see "Occupation Period," page 6.)



FREE-HAND DRAWING ON THE BLACKBOARD



STRAIGHT-LINE DRAWING ON THE BLACKBOARD

OCCUPATION PERIOD

FIRST WEEK.—1. Trace and cut or color birds. Pattern No. 1. Mount in book.

2. Use patterns on card No. 2. Color flower petals yellow, center brown, green. Cut flower and book. Mount.

3. Model sphere in clay.

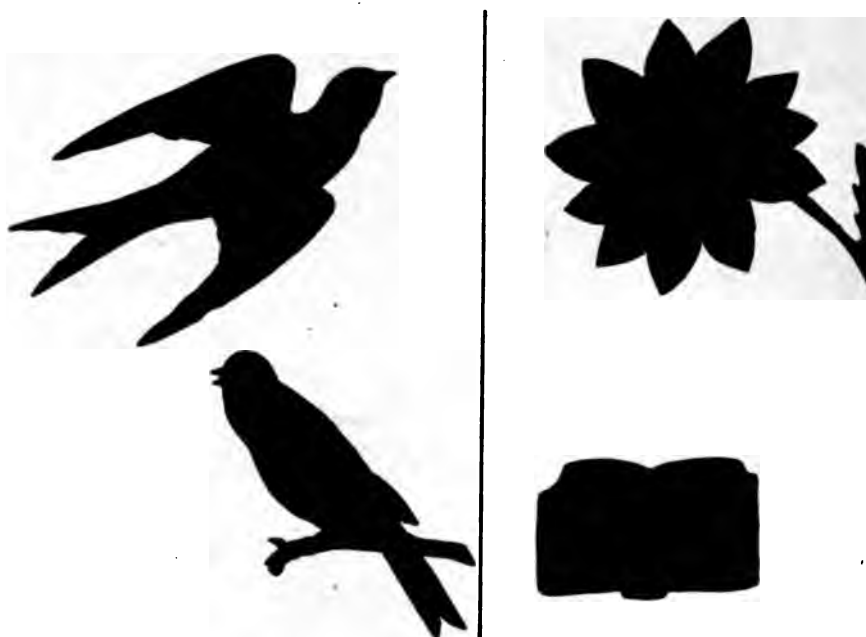
4. Cut circle one and one-half inches from square of black paper. Mount.

5. Teacher select occupation. Modeling of sphere, cutting of circles, laying borders with circles or sticks, etc.

SECOND WEEK.—1. Mount square of black paper from which circle was cut.

2. Dictate folding and cutting of window.

3. Draw about circle pattern three fourths of inch in diameter. Arrange s



row or arc. Color very carefully in order, red, orange, yellow, green, blue, viol

4. Cut circle two inches in diameter. Write within, the word love.

5. Cut circle as above. Divide with pencil on diameter. Color one half black half yellow. Mount in notebook.

THIRD WEEK.—1. Draw three concentric circles, one, two, and three inch diameter. Cut on the lines; reject the inner ring. Mount the circle inside the ring.

2. Dictate folding and cutting of pinwheel from square of tinted paper. children to carry these home.

3. Use pattern No. 3. Cut clouds from white paper. Mount on strip of blue ; Dictate proper placing. Mount in notebook.

4. Free cutting of trees bending in the wind, falling leaves, or ship. (See No. 28.)

5. Review. Teacher select occupation.

FOURTH WEEK.—1. Model clay to represent land and water divisions.

2. Use pattern of hills and river, card No. 3. Cut from green surface ; Mount on strip of pale-blue paper, extending one inch above and below the paper. Mount in notebook.

3. Copy on drawing-paper with crayola the blackboard illustration.

4. Copy memory verse from board in notebook.

5. Cut from dictation a cup, using tinted paper. Mount in notebook.

FIFTH WEEK.—1. Cut pattern of grass from card No. 4, Set 1. Mount on page of notebook with memory verse. Copy memory verse from board.

2. From green paper allow children to cut trees, using pattern from card No. 4. Mount.

3. Cut an apple from red paper, using pattern card No. 4. Cut apple seeds from brown or black paper. Mount on page with apple.

4. Cut from red paper a radish, card No. 5. Mount. Model in clay such roots as beet, carrot, and turnip.

5. Teacher select occupation.

SIXTH WEEK.—1. Cut leaf and stem from green paper, card No. 5. Write memory verse.

2. Cut buds from brown, green, or black paper, card No. 5.

3. Sew on cardboard a hectographed outline of leaf, card No. 5.

4. Draw, cut, or sew outline of flower, such as tulip, crocus, or poppy.

5. Write memory verse.

SEVENTH WEEK.—1. Copy memory verse from board.

2. Copy memory verse from board.

3. Cut from circle patterns a circle and a crescent. Color circle orange; crescent, yellow. Mount in notebook.

4. Cut stars from thin white paper. Mount on light-blue paper. Mount in notebook.

5. Teacher select occupation.

SUGGESTIONS TO THE TEACHER

How to Use the Bible and Nature Poster Patterns

The cards are not to be placed in the hands of the pupils, but are for the teacher's use only. The outlines may be traced with hectograph ink, and any number of reproductions made (see "Church School Manual," page 367), or tracing-paper and carbon-paper may be used in place of the hectograph. The teacher may make duplicate patterns from stiff paper or cardboard and keep them in envelopes or boxes. These may be passed, and the class instructed to draw carefully about the outline. The exercise of drawing about a pattern, of coloring inside the outline, cutting on a line, and mounting in proper position, is of value in training the eye and the hand. No work should be accepted that is not the pupil's best effort. The more difficult patterns are best prepared by the teacher for the little ones in the first grade, who may then color or mount. As they gain in accuracy, they may be encouraged to undertake the difficult ones. Second- and third-grade pupils should be able to use the cut-out patterns independently, as directed above.

Number of Drawing Periods

The alternation of drawing and manual training periods is here suggested. Much of the occupation work may be done during either of these periods. If fall gardens are made, the occupation period should not take the place of the necessary outdoor work. This period follows naturally the telling of the Bible nature story, but should not be given here if found impossible to supervise it properly. Two drawing periods are therefore suggested in the outline, and are to be used at the discretion of the teacher.

Use of Memory Verse Notebooks

Before the children have learned to write the memory verses in their notebooks, the mounted pictures serve to aid the memory, and even after the memory verses are copied from the board, the illustrations accompanying the verses are a reminder. They may be used as a drill exercise by turning from page to page as the children recite in concert. If the teacher prefers, all paper cuttings may be made in black.

Teachers' Helps

A few suggestions on books and materials may be welcomed by the teacher. The best book published on blackboard drawing is "Blackboard Sketching," by Frederick Whitney, Milton Bradley Company, Springfield, Mass. Careful study of the text and faithful effort at the board will bring pleasing results.

"Clay Work," by Katherine Morris Lester, the Manual Arts Press, Peoria, Ill., will please the lover of clay.

A color chart may be purchased of Prang Publishing Company or Milton Bradley Company, for \$1.25. It is almost indispensable in the study of color, and with proper care will last a school for many years.

November

Plan for the Month

BLACKBOARD.—November, the harvest month in many places, will call for the drawing of autumn landscapes, autumn fruits and vegetables, falling leaves from wind-blown trees, and falling rain. Teach drawing of trees in proper progression. Many of the straight-line drawings suggested for the first two months may be continued with slight modifications.

CRAYOLA.—The autumn landscapes may be drawn in color with the wax crayons; also the Thanksgiving bounties and historic scenes in connection with the story of the first Thanksgiving. Decorate Thanksgiving menus or programs for Harvest In-gathering Services.

PAPER CUTTING.—After a little practice at the board or with crayola, the children may be able to cut or tear wind-blown trees, arranging them to form a picture, and mounting. Simple animal forms, such as those studied this month in the Bible and Nature lessons, may be cut. Mounting these on strips of cover paper and displaying them about the room will encourage the effort to produce correct forms.

CLAY.—Model birds' nests, eggs, fruit, and vegetable forms.

COLOR CHART.—Finding of autumn colors on the color chart. Find the color of pumpkin, corn, beets, carrots, nuts.

PICTURE STUDY.—Select a few of the best Pilgrim pictures for study during Thanksgiving week. Pictures of Columbus may be used during this month also. Give brief study of life of Boughton, painter of the Pilgrim pictures. Pictures of birds and animals studied during this month in the Bible and Nature class will be helpful during that period; use them also as a basis for language work.

THE OCCUPATION PERIOD

EIGHTH WEEK.—1. Copy memory verse from board.

2. Cut and mount fishes. Pattern on card No. 6.

3. Cut and mount frog. Pattern on Card No. 6.

4. Cut and mount snail. Pattern on card No. 6.

5. Teacher select occupation.

NINTH WEEK.—1. Copy memory verse from board.

2. Cut from pattern of pigeon (card No. 7), and mount.

3. Copy sentence from board bearing upon the lesson.

4. Cut from pattern of duck (card No. 7), and mount.

5. Teacher select occupation.

TENTH WEEK.—1. Cut and mount cow, card No. 8.

2. Copy memory verse.

3. Copy memory verse.

4. Cut and mount camel, card No. 8.

5. Teacher select occupation.

ELEVENTH WEEK.—1. Copy Memory verse

2. Copy sentence from board bearing on lesson.

3. Cut and mount from card No. 9.

4. Copy memory verse.

5. Mount cuttings made on third day.

DIRECTIONS FOR WORK

(To accompany the illustrations)

BLACKBOARD.—No. 1. Cover sky with broad strokes of chalk. Blend with the finger, add heavier strokes near horizon for sunset. Draw lightly the bend of the road around the hill in foreground. Blend. Sketch with eraser, then charcoal, the leafless tree, the shocks of corn, and the evergreens. Add the lights of the sunset on trees and corn with point of chalk. A little touch of gray on the hillside must not be forgotten.

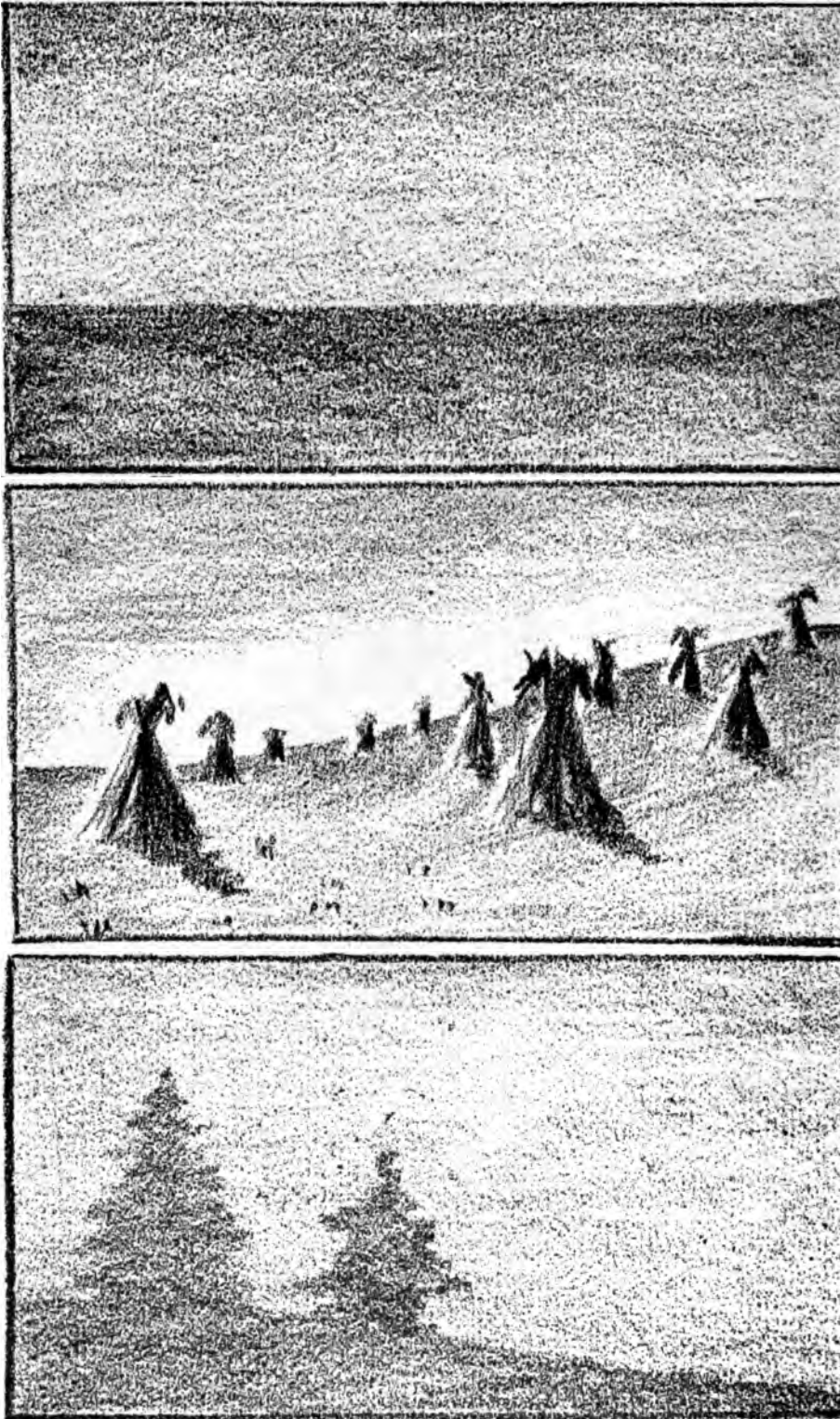
Let the teacher draw at the board, explaining each step as here given, while children pay close attention; then erase and redraw, this time accompanied by the class. With each step in the progression have class give attention, and at a signal all draw together. Teacher may pass from one to another, helping and encouraging, as the picture progresses.



No. 2. The pumpkins may be drawn with circular strokes, blending with the fingers. Add grass and vines last. Those farther away are smaller and higher on the board. The accented strokes are less decided.

No. 3. The shape and branching of trees are explained, practiced upon, and finally these two examples drawn. A to-and-fro movement of chalk produces the foliage. Let the strokes be short. Use broad side of chalk.

Educate the children and youth to consider the works of the great Master Artist, and to imitate the attractive graces of nature in their character building. As the love of God wins their hearts, let them weave into their lives the beauty of holiness. So shall they use their capabilities to bless others and honor God.—*Mrs. E. G. White.*



CUTS 1 TO 3 FOR CRAYOLA

CRAYOLA. No. 1. This may be drawn in the spring or autumn tints or in tones of gray and black. For the autumn picture, cover sky with yellow, perhaps two thirds of the space from top. Add touches of orange and a tiny spot of red next the horizon. Cover the ground with brown, with here and there a touch of yellow and orange. A little light green in the foreground may be added last of all. Teach class to put the colors on lightly and evenly. The tones can be darkened, but never made lighter.

No. 2. Draw very lightly the form of a hill with yellow crayola. The sky is similar to No. 1, with more orange near the horizon. Locate the corn shocks with light strokes of brown. Give care to the impression of perspective produced by the relation in size and position of these shocks of corn. Cover the ground next lightly with brown, leaving a space of white on the left side of the shocks. Add heavier strokes where shadows and shade are, as seen in the picture.

No. 3. A rainy day. Draw in two tones of gray, using black crayola. The tones should be of nearly the same intensity.

December

Plan for the Month

BLACKBOARD.— Snow scenes, sports of winter, night, trees covered with snow or without it. Less time may be spent at the board, or this work may be entirely omitted during this month, since the teacher may wish to use the drawing period for the decoration of little gifts made during the manual-training periods.

CRAYOLA AND PAPER CUTTING.— Drawings as suggested above for the blackboard. Cover small sheets of drawing-paper lightly and evenly with crayola. Use them for making boxes, baskets, booklets, and cards for gifts, or cut objects from these sheets of paper for the decoration of such gifts.

PICTURE STUDY.— Use Plockhorst's "Apparition to the Shepherds" and "Repose in Egypt." Tell the story of the artist's life, if desired. If the Bible and Nature lessons have reached the period of the birth of Christ, the study of these pictures will be in keeping with those lessons. Otherwise the teacher may use his own pleasure in presenting them at this time.

While a degree of progression from simple to more difficult problems in drawing should be presented to the children, yet freedom should be given for expression of the imagination when the child seems to desire it, the teacher correcting, helping, and encouraging.

THE OCCUPATION PERIOD

TWELFTH WEEK.— 1. Copy memory verse.

2. Mount church cut from pattern, card No. 10.

3. Copy memory verse.

4. Copy memory verse.

5. Teacher select occupation.

THIRTEENTH WEEK.— 1. Copy memory verse.

2. Cut and mount tree, card No. 11.

3. Copy memory verse.

4. Cut and mount cross, card No. 12. Copy memory verse on same page of notebook.

5. Teacher select occupation.

FOURTEENTH WEEK.— 1. Copy memory verse.

2. Mount ark. Pattern on card No. 12.

3. Copy memory verse.

4. Copy memory verse. Draw rainbow in colors.

5. Teacher select occupation.

FIFTEENTH WEEK.— Cut and mount figure of man, card No. 13.

2. Cut and mount altar of stones, card No. 13.

3. Teacher select occupation.

4. Cut and mount figure in prayer, card No. 14.

5. Teacher select occupation.

SIXTEENTH WEEK.— 1. Cut sheaves of grain from card No. 15.

2. Mount sheaves in proper position.

3. Mount cutting of prison.

4. Mount cutting of a crown.



BLACKBOARD DRAWING

Teacher write on board appropriate sentence for each of the lesson stories for class to copy on their respective pages in notebook.

On the fifth day the occupation work has rarely been suggested. It has been at best to leave this entirely open for work which may be unfinished or for work upon other school exercises. The outline is given as suggestive only. Many may prefer to plan their occupation work month by month.

DIRECTIONS FOR WORK

(To accompany the illustrations)

BLACKBOARD.—No. 4. Draw and blend gray sky. Cover hillside heavily with charcoal. Erase for the firs and leafless trees. Add snow clinging to the branches.

No. 5. Draw sky gray. Add stars with end of chalk. Erase for the trees and Use charcoal if necessary.

No. 6. Draw sky as before. Draw hills with heavy strokes, the hill in the foreground a little heavier than the distant ones. Draw trees, and draw with charcoal. Draw curves and dark lines in the snow with charcoal. A little practice in drawing the skeleton figures will help in making such pictures as this.

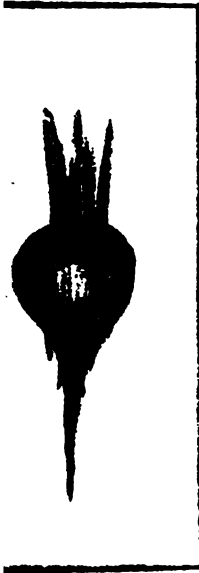


FIG. 2

CRAYOLA. No. 1. If the children are old enough and have had practice enough in the use of the ruler, draw margins. If not, they may use the entire sheet of paper for the picture.

No. 2. Draw the beet in color from an object. Use red with a very little black for shadows, and leave light tones to give contour of the beet. Draw with upward strokes the leaf-stems, adding a black touch here and there for shadows.

No. 3. Draw in black or colors. If



FIG. 3

as desired, make the sky light blue by covering lightly, then over this draw a one with black. Draw the distant trees in blue, green, and black; the nearer green and black.

January



Plan for the Month

BLACKBOARD.—The blackboard may be used by the teacher this month to give direction and inspiration to the drawing of crayola pictures.

CRAYOLA.—Winter occupations, games, and sports may be emphasized during this month. Give the child direction,—a thought to work upon,—and the result will be such as seen in the accompanying drawings. An illustration in Reader One furnished the copy for the snow-covered landscape with the stone wall. The landscape drawings were from teacher's dictation: a yellow and orange sky, trees, fence, and bushes. Encourage the study of leafless trees, and the attempt to reproduce characteristic shapes. Draw from the object such fruits and vegetables as apples, oranges, turnips, carrots, onions. Study each singly, and attempt to draw without a careful leading up to and preparation for such a picture.

Paper cutting may be used in reproducing the fruits and vegetables.

PICTURE STUDY.—Such pictures as may be illustrative of the Bible stories





this month may be used as a basis of study. Also pictures of snow-covered landscapes, frost-covered trees, and the like. Select the most beautiful, and lead the children to see the beauty of a winter landscape, and to give expression to it by imitation and description.

THE OCCUPATION PERIOD

- SEVENTEENTH WEEK.—1. Cut and mount from card No. 16, Set I.
 2. Copy memory verse. Ps. 5:12.
 3, 4, 5. Use sand-table or -tray, combined with paper cuttings for story of *Man's* life. Illustrate different events.
- EIGHTEENTH WEEK.—1. Cut and mount many sheep, card No. 17.
 2. Cut and mount figure of shepherd, card No. 17. 3. Copy part of Psalm 23.
 4. Cut and mount harp, card No. 18. 5. Copy remainder of Psalm 23.
- NINETEENTH WEEK.—1. Copy memory verse. 3 John 2.
 2. Teacher select occupation. 3. Cut and mount figure, card No. 19.
 4. Copy memory verse. Ps. 51:7. 5. Review. Teacher select occupation.
- TWENTIETH WEEK.—1. Copy memory verse. Luke 1:28. Cut and mount card 20.
 2. Copy memory verse. Luke 2:10, 11. Cut and mount from card No. 21.
 3. Cut and mount three camels, or make suitable illustration of wise men's gifts.
 4. Use pattern from card No. 19 in second year (Set II) if desired.
 5. Review. Teacher select occupation.

February





Plan for the Month

BLACKBOARD.— Suppose we go back to the blackboard this month, just to draw trees. Do you love the trees? Do you take pains to notice their family characteristics? Do you sketch them frequently on the blackboard or on large sheets of paper before the class? Do they know *this* is an oak, *this* is a poplar, *this* is a maple? How do they know this is an apple-tree? Could you draw a *cherry-tree*? If you had not told a cherry-tree story for a few years, would it seem uninteresting to tell it now? Let the children copy these trees with brush and ink or with crayola, at their desks; later, draw from memory, and then they may draw them on the board.

PAPER CUTTING.— The Bible story of how Jesus worked, may furnish inspiration for development of home duties, and also of trades. Allow children to cut freely, illustrating some chosen occupation, especially one with which they may be familiar.



PICTURE STUDY.— Hofmann's "Christ and the Doctors," and Doré's beautiful picture of Jesus walking on the water, are two masterpieces that may be presented this month because illustrating two of the oral Bible stories for the month.

CRAYOLA.— Continue crayola drawings of simple landscape, but use various color schemes. Call attention frequently to choice scenes in the immediate neighborhood.



THE OCCUPATION PERIOD

TWENTY-FIRST WEEK.— 1. A simple blackboard sketch of a little home in Nazareth may be copied with crayola on drawing-paper, and mounted in the book. A few sentences descriptive of the home of Jesus should accompany the picture. Draw from the class the descriptive sentences; write them upon the board, and allow the class to copy them.

2. A picture from Set III, card No. 16, may be used, or a story written.
3. Copy memory verse. Eccl. 9: 10.
4. Illustrate memory verse from card No. 22.
5. Teacher select occupation.

TWENTY-SECOND WEEK.— 1. Copy memory verse. Matt. 3:1, 2.

2. Copy memory verse. John 1: 29.
3. Cut and mount from card No. 23 on page with Matt. 3: 1, 2.
4. Cut and mount from card No. 24 on page with John 1: 29.
5. Teacher select occupation.

TWENTY-THIRD WEEK.— 1. Copy memory verse. Jer. 30: 17.

2. Cut and mount from card No. 25 to illustrate above.

Study Doré's "Jesus Walking on the Water," and write a story.

Copy last half of Mark 10: 14.

Teacher select occupation.

SEVENTH-FOURTH WEEK.—1. Hectograph outlines of five pansies. Color to represent five races.

Copy memory verse. Eph. 6: 1.

Print and mount from card No. 26.

Copy John 1: 11.

Teacher select occupation.

March



Plan for the Month

—The pictures shown this month were made by primary children in the school at Pacific Union College. Those in the January plans were drawn by the children in the primary room of the training-school in College Place, Wash. There are so many things to draw in March. The pinwheels will put us in mind of windmills whirling around. The wind has so much to do. He tosses the trees, sends hats a-flying, turns our pinwheels, of course, and best of all, kites, and —

“ — then I go far out at sea,
Where many boats still wait for me.
And when the evening sky is red,
I take the fishermen home to bed.”

On the ships upon the sea, the little home by the seaside, and, to guide the ships in darkness, the welcome lighthouse.

Copy any preferred medium, or try the effect of each picture in crayola, water-color, or paper cuttings. The blackboard will do for some of the drawings.



Perhaps the snow may linger a little where you are. It may be gone to-morrow. Let us run out and play one last game in the snow. Do you know how to play the game? Some of my little people seemed to know, and here they are. Mary preferred to roll one more snowball and play with the snow man.



THE OCCUPATION PERIOD

TWENTY-FIFTH WEEK.—1. Fold a square of tinted paper to form a picture-frame. Place inside the little frame a Perry or Brown miniature of the resurrection.

2. Copy memory verse. Mark 16:15. 3. Copy memory verse. Acts 1:11.

4. Copy memory verses, either singly, with references, or in a group. Ps. 24:7-10.

5. Illustrate the memory verses with appropriate pictures or paper cuttings.



TWENTY-SIXTH WEEK.—1. Write memory verse. Acts 3:6.

2. Copy memory verse. Acts 5:29.

3. Illustrate Acts 3:6 with cutting from card No. 27.

4. Copy memory verse. Acts 27:25.

5. Illustrate with cutting from card No. 28.

TWENTY-SEVENTH WEEK.—1. Copy memory verse. Dan. 7:25.

2, 3, 4. Copy memory verses. Rev. 14:6-12.

5. Illustrate with paper cuttings of three angels.

TWENTY-EIGHTH WEEK.—1. Fold small booklet. Write in this a short story of **One of the Reformers.**

2. Copy Rev. 1:7.

3. Copy Isa. 25:9.

4. Copy Matt. 24:34.

5. Illustrate Isa. 25:9, card No. 29.

March is supposed to make his entrance each year somewhat after the manner of the king of beasts. At the end of thirty-one days he is expected to deport himself in a vastly different manner. The illustration of this old saying affords opportunity for the expression of action and character, and is, for this reason, of value.



April

Plan for the Month

THE return of April means the return of spring in full splendor in so many States that, no matter where we are, we have come to accept it as the time to open our eyes wide and look about us for its wealth of illustrative material which is offered us so freely. Let us bring outdoor joy and beauty into the schoolroom.

BIRD BOOK.— Plan a bird book, if you did not last month. This may be decorated with paper cuttings or crayola drawings. Choose birds familiar to the children. Talk about them. Note their characteristic coloring, shape, or some peculiar habit. Draw on the blackboard simple bird outlines, beginning with the egg shape, adding head, legs and feet, tail, and wing, until the child gains confidence in his ability to draw bird shapes.¹ He will then more readily attempt the drawing in color. Show the colored plates of birds for accurate colors or markings. I have found the oriole, the goldfinch, and the robin general favorites with the little people. It may be a bird calendar will suit you best.

GARDEN BOOKLET.— Before cultivating and planting your school garden, you draw a plan of the garden and garden beds. These drawings may be placed in a garden booklet, and, as the seeds swell and sprout and grow, their life history may be pictured. Without disturbing the garden, seeds may be grown for observation. Line glasses with blotting-paper, place seeds between the paper and the glass, fill with sawdust, and keep very moist. These booklets will grow more slowly at first than the bird or spring booklets, but all may be continued during the months of May and June.

MAY BASKETS.— Last of all, make and decorate May baskets. There are many and various patterns for these found each year in school journals.

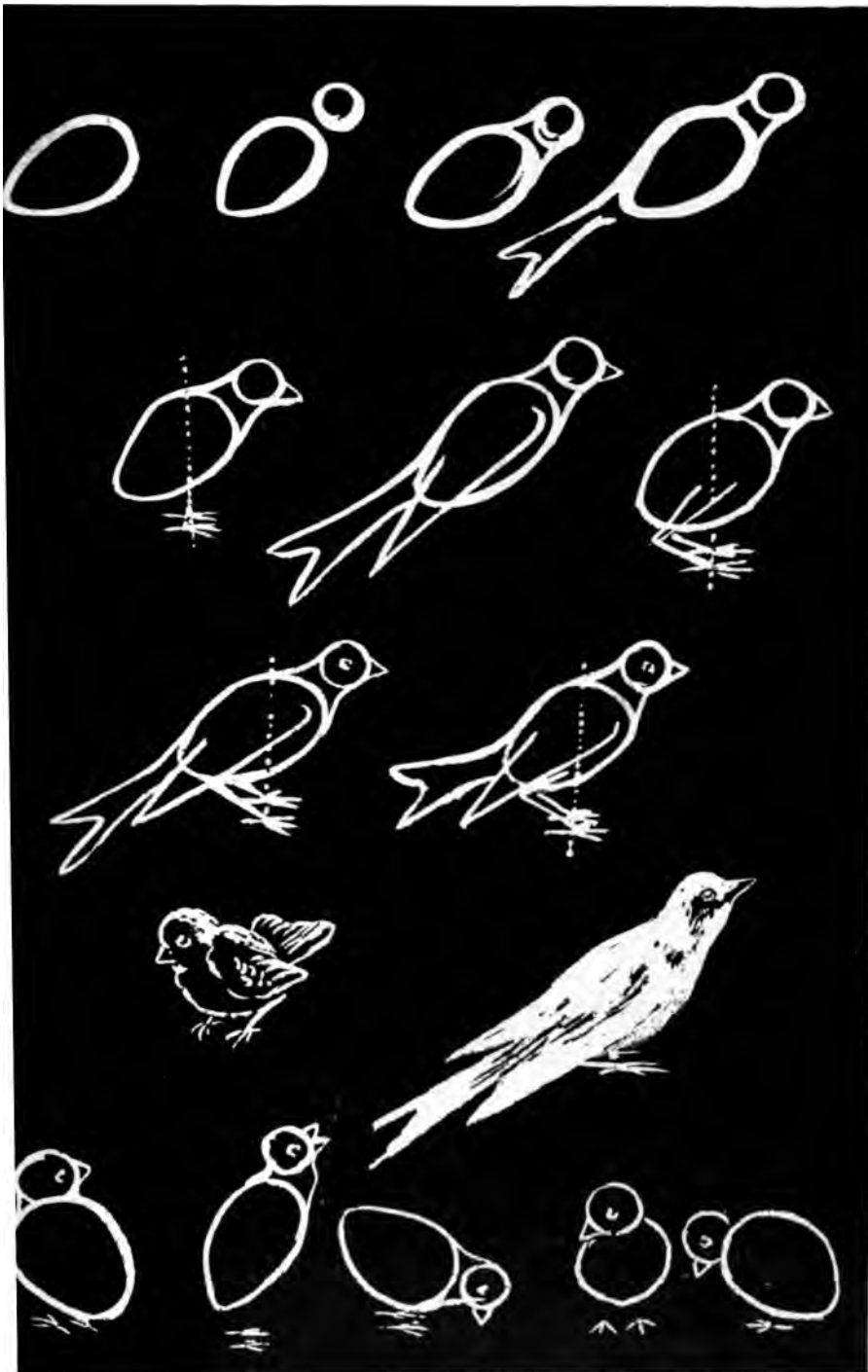
SPRING BOOKLETS.— The first flower seen, its picture, and a sentence or two descriptive of the flower or the time or place first seen, may occupy each page. Little ten- or twelve-page booklets may be made of rag or bogus paper, the child folding, stitching, and tying his own booklet. Favorite couplets may be written on the board and copied in these booklets by way of inspiration.

The covers should be decorated. Suitable and easily made decorations are simple line and form motifs, repeated as a border across the top and bottom of the front page, or arranged to form an oblong. The single motif placed in the center of the page graces the back cover.

THE OCCUPATION PERIOD

- TWENTY-NINTH WEEK.**— 1. Copy Rev. 20:4 (last clause).
 2. Illustrate with circle cut from silver paper.
 3. Copy Rev. 20:5.
 4. Illustrate with circle cut from black paper.
 5. Teacher select occupation.
- THIRTIETH WEEK.**— 1. Write Eze. 28:19.
 2. Cut from card No. 30 and mount.
 3. Color circle with yellow, red, and orange to represent flames. Mount on page to illustrate verse.
 4. Copy Mal. 4:1.
 5. Teacher select occupation.
- THIRTY-FIRST WEEK.**— 1. Write memory verse. Rev. 21:1.
 2. Upon a circle of blue mount a smaller circle of green. Illustrate memory verse above.
 3. Color to represent foundation and walls of New Jerusalem.
 4. Copy Isa. 65:21.
 5. Mount cutting from card No. 31.
- THIRTY-SECOND WEEK.**— 1. Copy Isa. 11:6.
 2. Illustrate with card No. 32.
 3. Reproduce story above.
 4. Teacher select occupation.
 5. Teacher select occupation.

¹ Educational Bulletin No. 2 also contains two pages of excellent drawing exercises in this kind of work. Price, 3 cents.



BIRD OUTLINES FOR THE BLACKBOARD

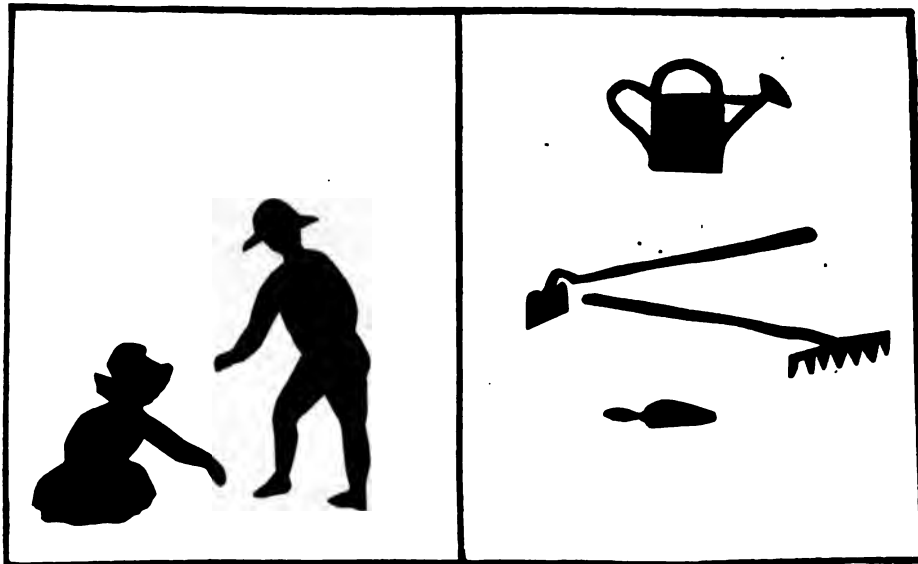
May

Plan for the Month

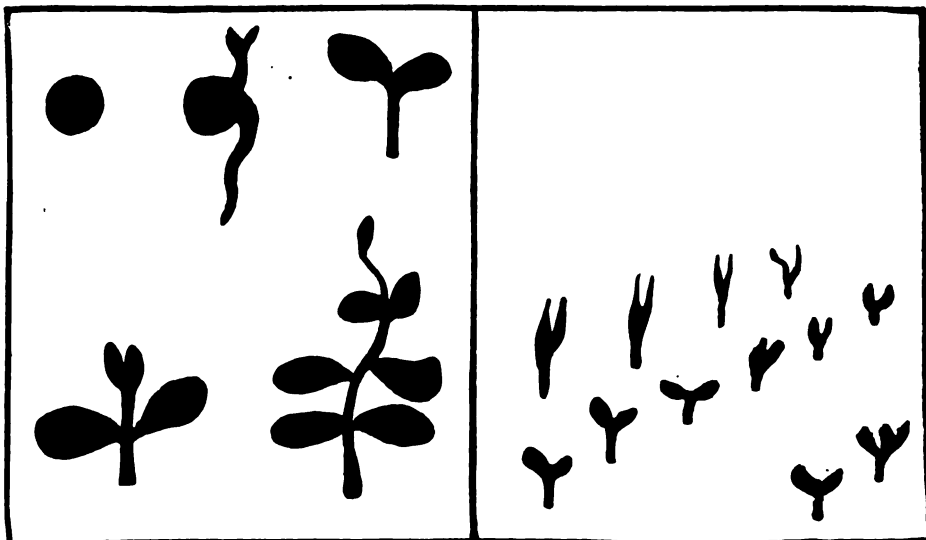
MAKE drawings of spring flowers in color. Mount on suitable tinted papers. Make an envelope of cover paper; decorate with flower border. Use for holding the flower drawings.

Continue the booklets begun last month. Draw in color from the flowers as they appear. Devote a page to each. Change the size and shape of your flower booklet this month. When the pages are filled, go over the margin lines with green or a delicate tint of other color.

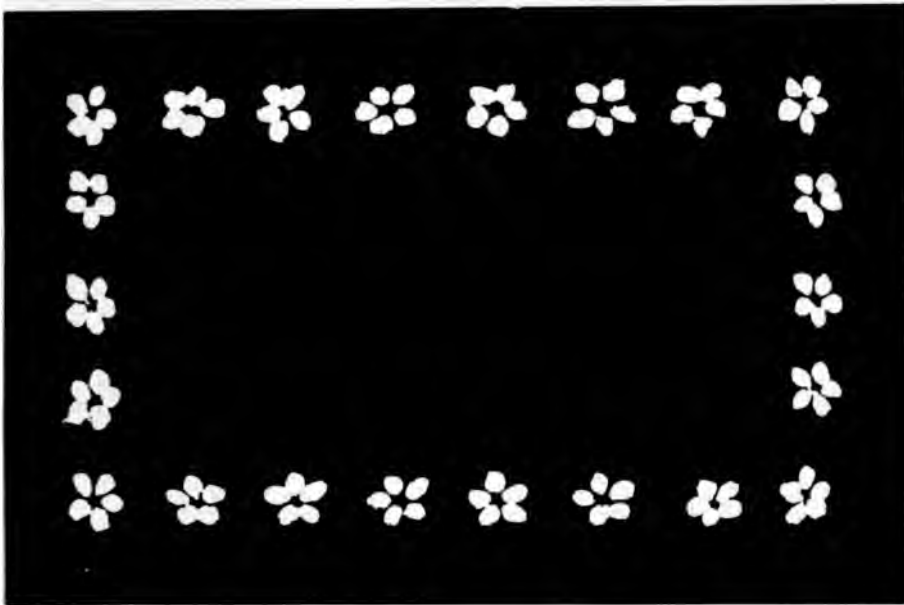
Allow children to trace around patterns of birds and butterflies; cut these out and color both sides of the paper. Suspend by threads in front of a window, or, folding the butterfly wings together a bit, mount them on the wall. These butterflies, when combined with colored, cut-out pictures of flowers, make a very gay and realistic picture.



The making of a little book of paper cuttings only, picturing the gardener at work, his tools, and his growing plants, will be interesting and useful to the children.



DECORATED ENVELOPE



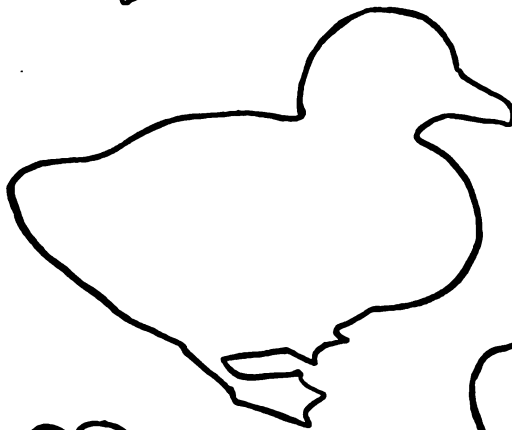
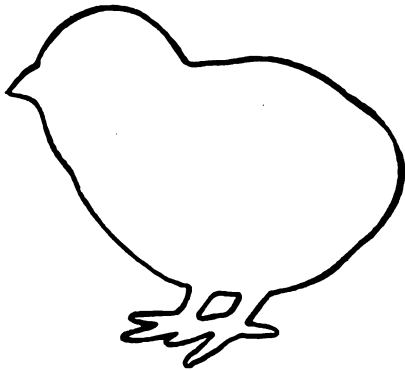
The garden booklet may have radishes, peas, lettuce, etc., pictured upon its pages. From time to time illustrate games of the season and other occupations besides gardening. This may be done with paper cutting, crayola, or at the blackboard.

BUTTERFLY PATTERN



June**Plan for the Month**

A VERY interesting occupation to parallel outdoor life is the drawing, coloring, cutting, and mounting of ducks, ducklings, frogs, rabbits, birds, or butterflies, so placed as to form a border about the room or above the blackboard. Call it the Wall Zoo.





June may be a time for finishing booklets, mounting, decorating, and arranging all things in readiness for the closing days of school. Perhaps our parents and friends will come in one day and view the year's work.

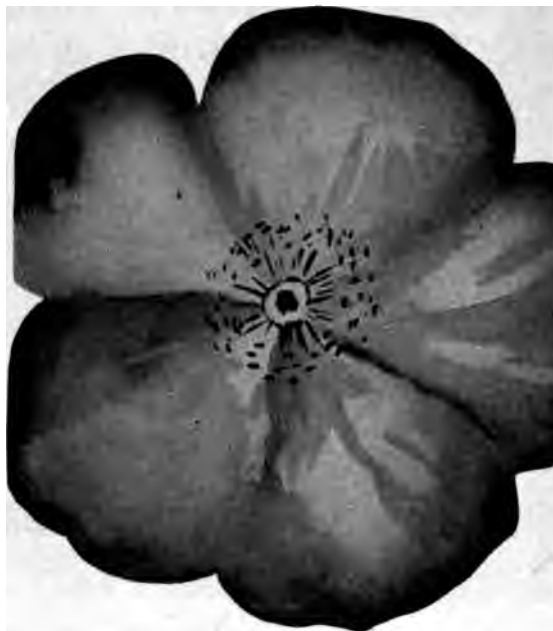
Look the books of memory verses over. They may need a new cover, or if the verses are written on loose sheets, these will need a cover. A suitable design may be a lily cut from white paper and mounted on dark cover paper; or a border, such as we have been making, arranged about the margin.

The children will enjoy making original designs when once they see how easily they can be made. Use one-half inch and one-quarter inch squared paper for beginning this work. After a lesson on borders and all-over designs, one delighted little girl said, "My head is just full of them."

Do not say good-by to June until you have made a rose booklet and a rose-leaf sachet. Color the petals a

delicate pink, stamens yellow, and any bit of sepal or leaf that may show, a light green. The sachet may be cut as the booklet is, or may be simply a white envelope decorated with wild roses.

The illustrations and directions given in this series of lessons in drawing are intended to be only suggestive. If the teacher has done no more than follow these suggestions, something has been accomplished; but it is hoped that much more than this has been done. Do not let the year close without urging the children to keep up this kind of work during the summer.

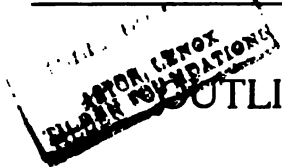


"God is a lover of the beautiful; and in the world which he has fitted up he has not only given us everything necessary for our comfort, but he has filled heavens and earth with beauty. We see his love and care in the rich fields of a and his smile in the glad sunshine. His hand has made the castle-like rocks : towering mountains. The lofty trees grow at his commandment; he has spread green velvet carpet, and dotted it with shrubs and flowers."—*Counsels to Teachers* page 185.



DEPARTMENT OF EDUCATION, S. D. A.

BULLETIN No. 9



OUTLINE IN GEOGRAPHY

FIRST PUBLISHED AS A SERIAL IN THE MAGAZINE
CHRISTIAN EDUCATION, VOLUME FOUR



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Outline in Geography

BY GRACE O'NEIL ROBISON

THIS outline for teaching geography is given in two parts. The first part completes a general survey of the world, one feature at a time; the second part takes up the study in detail, following the territorial divisions of our General Conference organization.

Author's Introductory Note

This outline is made to be used with Morton's Geography, and follows the World Plan. Instead of taking up one continent at a time and studying all its important characteristics and features, these things are studied one at a time and over the entire world. For example, instead of studying Drainage six different times as the various continents are taken up in full, the drainage of the entire world is studied, comparing one continent with another. And so on with Surface, Vegetation, Religion, Government, etc.

The outline is designed to cover the entire subject of geography in one year, and takes up the subject from the standpoint of our work and message in the world. It is intended to follow the geography given in Nature Books, 1, 2, and 3. Since the work in these books is based on creation week, the same plan is followed in this outline, the subjects being taken up for study in the same order as the events of creation week. If the outline is carefully followed, the student will easily be able to complete the subject in one year; he will obtain a thorough knowledge of geographical facts, as well as gain a clear idea of the extent of our work throughout the world and the progress it is making.

As a means of making the study more interesting and fixing more firmly in the student's mind the things he studies, a geographical notebook is to be made, which will consist of drawings, illustrations, compositions, missionary maps, etc. Drawing-paper should be used for the pages of the notebook, together with outline maps of the continents and outline maps of the world, all being bound together in a substantial way at the close of the term when the book is completed. Outline maps suitable for this work may be obtained of Latta's School Supply House, Cedar Falls, Iowa. Price, 100 for 30 cents. There are two grades of maps. Use the better maps for the notebooks, and the cheaper maps for the review work referred to throughout the outline.

OUTLINE

PART I

FORM AND SIZE OF THE EARTH.—Study Morton's Advanced Geography, pages 3. While studying this subject, begin your notebook. The first page may be lettered "In the beginning God created the heaven and the earth;" or the earth may be shown in its shapeless condition, with the lettering, "The earth was without form, and void and darkness was upon the face of the deep."

MOTIONS OF THE EARTH AND LENGTH OF DAY AND NIGHT.—Study pages 6, 7. Make an appropriate page for the notebook, showing the first and second days of creation. Use this lettering: "God called the light Day, and the darkness he called Night."

REPRESENTATIONS OF THE EARTH WITH LATITUDE AND LONGITUDE.—Study pages 9, 10. On the next page of your notebook make a drawing of the globe showing meridians and parallels having special names.

SURFACE OF THE EARTH.—Study pages 10, 11. "The Surface of the Earth." For your notebook use an outline map of the world. The water should be just tinted blue, and the land also may be lightly colored. Across the map may be the simple lettering, "Let the waters be gathered together . . . and let the dry land appear." (This drawing will be used at the close of the study.)

I. DIVISIONS OF LAND ACCORDING TO FORM AND SIZE (continent, island, peninsula, isthmus, cape).—Study "Continents and Islands," page 11, and "Shore Forms of Land and Sea," page 13.

1. *Make a comparative study of continents as to size, shape, position, and outline.* Study these subjects under "Position, Extent, and Outline," pages 45, 107, 117, 138, 151, 159. Study "Review Questions," first paragraph, pages 105, 115, 135, 149, 157.

A. Suggestive Study of Continents as to Size

- a. Ask the student to make out all the comparisons he can of the size of the various continents. He should be able after his study to tell you that North and South America are the same in length; that the length of these two continents is the same as the width of Africa; that North and South America are just about the same in width, etc. As to area he will learn that Asia is nearly six times the size of Australia; that Asia is larger than North and South America together; that Asia is one third of the land area of the earth; that the New World is about one half the size of the Old World; etc.
- b. Name the continents in order of size.
- c. Give names of the continents as a spelling lesson.

B. Study of Continents as to Shape

- a. Ask the children to compare the shape of one continent with another. As a result they will form conclusions like these: (1) North and South America are each a triangle with the vertex at the south; (2) Africa is a triangle in shape; (3) Australia is an irregular oval; (4) Asia may be regarded as a trapezium; (5) Europe is a peninsula of the land mass of Asia.

C. Study of Continents as to Position

- a. Find the latitude of the northern and southern extremity of each continent.
- b. What is the breadth of each continent in longitude?
- c. What continent has no north latitude?
- d. What two continents have no south latitude?
- e. What two cities of the world have about the same latitude as New York?
- f. Give drill in finding latitude and longitude of certain points; as, mouth of Amazon River, Hawaiian Islands, Strait of Dover, Cape of Good Hope, Island of Formosa.
- g. Teacher may give latitude and longitude of certain places, and students point to them on the wall map.

D. Study of Continents as to Coast Line

- a. Compare the coast line of the Old World with that of the New.
- b. Compare the northern coast of Asia with that of North America.
- c. Compare Europe with Asia; compare North and South America.

- d. The southern coast of Asia affords advantages for commerce and navigation. Compare the southern coast of Asia in this respect to the southern coast of Europe and of North America; to that of Africa and of South America.
- e. What continent has the longest coast line in proportion to its size? Etc.
2. *Study the islands of the world.* See "Continents and Islands," page 11.
 - a. Take one continent at a time and learn the name and location of every important island near it. Give these names in class as a spelling lesson.
 - b. Drill until every student can readily locate any island of importance in the entire world.
 - c. Name and locate all important island groups, and give the principal island of each group.
 - d. Locate all archipelagoes.
 - e. Name and locate the largest island in the world.
 - f. For an oral review, teacher may name an island and have class quickly tell where it is found; or student may go to the wall map and point quickly to islands as named.
 - g. When the study of islands is finished, give to the students outline maps of the continents, and for review work require the placing on them, from memory, of all the islands, archipelagoes, and island groups, with names properly spelled.
3. *Study the peninsulas of the world.*
 - a. Taking one continent at a time, require each student to locate, name, and spell the name of the peninsulas of the entire world.
 - b. What continent has the most peninsulas? What continent is a peninsula in itself?
 - c. Notice peninsulas having special names; as, South America—the Patagonian peninsula; Asia Minor—the Anatolian peninsula; Spain and France—the Iberian peninsula; etc.
 - d. Drills may be given similar to the following: Name in order the peninsulas of North America, beginning with any one you choose. Name the peninsulas of Eurasia in order, beginning with Kamchatka and naming to the left. Let the teacher name a peninsula and class locate, or teacher locate a peninsula and class name.
 - e. For review work, give outline map to the student and let him place on it from memory the peninsulas of the whole world, spelling each name correctly.
4. *Study the isthmuses and capes.* Follow the same plan as for islands and peninsulas.
 - a. What two isthmuses have become famous? Why?
 - b. Teacher may mix the names of islands, peninsulas, capes, and isthmuses, and let class tell quickly what and where.
 - c. It is not necessary to learn every cape in the world, but only the most important ones.
- I. **DIVISIONS OF LAND ACCORDING TO ELEVATION** (mountains, plains, plateaus, and valleys).—Study of "Relief of the Land," page 12.
 1. *Mountains of the whole world.* Study "Changes Made by Natural Forces," pages 26, 27; also pages 46, 107, 108, 117, 118, 138, 139, 151, 159.
 - a. Make a careful study of the mountain systems of each continent. Compare the systems of one continent with those of another.
 - b. Name and spell the principal mountain ranges of each system throughout the world. Name and spell the high mountain peaks of each range in each continent throughout the world.
 - c. At the close of the study of mountains, again give the students the outline maps, and from memory let them place mountain systems, ranges, peaks, and volcanoes.
 2. *Plateaus of the whole world.*
 - a. Look up the plateaus of each continent in the world. Be able to spell, name, and place each one on outline maps.
 - b. Name the highest plateau of each continent and give height.
 3. *Study of plains, valleys, and deserts.* Follow same plan as for mountains and

plateaus. Use outline maps at the close of each study as before directed.

- a. For review work, have map drills conducted by different members of the class. Let one go to the wall map and give a map study on the surface of any continent you may ask, giving a complete description of mountain systems, ranges, peaks, of plains, valleys, and deserts. This is excellent review work, and it gives the child an opportunity to tell in a connected form what he knows.
- b. Give one lesson in which you mix the names just studied, letting the students tell what and where each is. Also let them point quickly to any of these on the map.

III. DIVISIONS OF WATER (oceans, seas, gulfs, bays, straits, channels).— Study "Shore Forms of Sea," pages 13, 14.

1. *Study of oceans.* Study "The Ocean and Its Divisions," pages 12, 13.
 - a. Make a comparative study of the oceans of the world.
 - b. Study pages 20, 21; also "Changes Made by the Ocean," pages 25, 26.
 - c. Locate all ocean currents and explain their course from the map.
 - d. Place oceans on outline maps.
2. *Study of seas.*
 - a. Name the important seas of each continent in the world, locate, and spell. Name the inland seas.
 - b. Place all names on the outline map for review work.
3. *Study of gulfs and bays.*
 - a. Learn all the important gulfs and bays in the world. Give as spelling lesson. Place all on outline maps as in previous study.
4. *Study of straits and channels.* Follow plan given for study of preceding subjects.

IV. DRAINAGE OF THE EARTH.— Study "Drainage," pages 19, 20; also "Changes Made by Running Water" and "Changes Made by Ice," pages 23, 25.

1. *Study of Rivers.* Study pages 46, 47, 51-53, 107, 108, 117-119, 138, 139, 151, 159.
 - a. Name, locate, and spell all important rivers of each continent in the world.
 - b. Name the rivers of each continent in the order of their length; in the order of their volume. Give length and volume.
 - c. Name all the rivers in the world that do not empty into the ocean.
 - d. Name all the river systems in Asia flowing north; all flowing south. (Follow similar plan with other continents.)
 - e. Make a careful comparison of the rivers of each continent.
 - f. In what continent do the rivers offer extraordinary advantages for commerce? In what continent are they very much impeded by cataracts?
 - g. Study navigable rivers and those not navigable for any great distance.
 - h. Give outline map to student and let him place the names of all rivers studied.
2. *Study of lakes.*
 - a. Name all the lakes of the world. Which are fresh lakes? Which are salt? Why?
 - b. Place all lakes on outline map from memory.

REVIEW WORK ON "SURFACE AND DRAINAGE."— Study the second paragraph of questions on pages 95, 105, 115, 135, 149, 157, and the third set of questions on page 43.

For oral review, mix names of rivers, gulfs, bays, seas, straits, channels, etc., and have pupil tell what and where each is. Also give drill in pointing out these things on the map.

Have map studies given by students on "Drainage" just like the drill given on "Surface."

Make a careful study of the comparisons of the surface and drainage of the world; as, North and South America are alike in that each has its principal mountain system on the west and a less important one on the east; in each continent the two ranges are connected by a great plain; each is drained by three rivers: the St. Lawrence corresponding to the Amazon, the Mississippi to the La Plata, and the Saskatchewan with the Red River corresponding to the Orinoco, etc.

NOTEBOOK WORK.— At the completion of this study, place all important land and water forms on the outline map. The first outline map of the world is now complete, ready for the notebook.

V. **VEGETATION OF THE EARTH.**— Study pages 27-29 to "Animal Life;" also pages 47, 109, 119, 139, 153, 160. For vegetation of the islands, study pages 93, 94, 98, 99, 103, 104, 123-125, 146, 149, 161. As this study progresses, the next page in the geographical notebook should be prepared. Another outline map of the world should be painted as the preceding map, and this lettering placed upon it: "Let the earth bring forth grass, the herb yielding seed, and the fruit-tree yielding fruit after his kind."

1. *Study of vegetation.*

- a. Do not study the entire vegetation of each continent first, but take some particular feature of vegetation and study it throughout the earth; as, study the lumber belts of the entire world, the fruit section of the world, the cotton section, etc.
- b. Make a comparative study of the vegetation of the continents; as, compare the wheat regions of the world as to latitude; also the fruit regions. Under what climatic conditions do we find cotton regions? What climatic conditions generally prevail in timber belts?
- c. For review work, give the sets of questions found on page 43, sixth set; page 115, fifth set; and the fourth set on pages 105, 135, 149, 157. Also for review, the student may place on his outline map from memory, as you name them, the different products of the world.
- d. Each student may now be given a large sheet of cardboard on which to make a product map, or one large map of this kind may be made by the class. This will be the first real map drawing, and will be an outline map of the world. By the block system measure off the cardboard into squares, and enlarge the map from a smaller one in the geography. An old map of the world may be marked up and reproduced, or the teacher may make the map and hang it up before the class, the student making his from the teacher's. When this is done, trace it with ink, and with lettering place oceans, equator, tropics, latitude, and longitude. Let it then be tinted with crayons, and you are now ready to place products. Lumber, rice, cotton, coffee, tea, gold, silver, wheat, and other products may be glued on the map in their proper places; and when the child has finished this, he has an excellent idea of where these things are found, not only in his own continent, but in the entire world. Besides the help to him in fixing the world's products in mind, it is a valuable drill for him in map drawing and in fixing the continents in mind for future study.

2. *Notebook work.* The important products of the earth should now be written in their proper places on the outline map of the world prepared at the beginning of this study.

VI. **CLIMATE OF THE WORLD.**— First make a study of the chapter "Heat; Its Distribution and Effects," pages 14-19. Then study page 21, "Weather and Climate," to page 22, "Changes in the Earth's Surface;" also "Changes Made by the Atmosphere," page 25.

1. *Study of the seasons.*

Make a careful study of the seasons, and be sure that every child can explain the causes. The next page in the notebook should be made now. It should be done on drawing-paper, and should be a drawing of the earth's positions illustrating the seasons, like that on page 7. On the drawing, place this lettering: "Let there be lights in the firmament of the heaven," and, "Let them be for signs, and for seasons, and for days, and years."

2. *Study of climate.*

- a. Now study the climate of the entire earth as taken up in the study of the continents and islands. See pages 47, 55, 109, 119, 139, 153, 159, 93, 94, 98, 99, 101-103, 161.
- b. Make a comparative study of the climate throughout the earth. Study places in the same latitude but having a striking difference in climate; as, New England and the countries of the northern Mediterranean, Vancouver and Newfoundland, Nova Scotia and England, etc. Give reasons for this.
- c. Study carefully the review questions found on pages 43 (fourth and fifth paragraphs of questions), 95, 105, 115, 139, 149, 157 (third paragraph of questions).

- d. For review work, give the student an outline map of the world, and have him place from memory ocean currents, trade-winds, etc., or place the isotherms.
- VII. **ANIMAL LIFE OF THE WORLD.**—Study pages 29, 30, and 31. For animal life in the continents and islands, study pages 49, 93, 94, 99, 111, 119, 142, 153, 160, 103, 104, 161.
1. *Study of animals.* Study places having animals peculiar to that place alone. For questions on comparison study pages 105, 115, 135, 149, and 157 ("Animal Life").
 2. *Notebook work.* Prepare another outline map of the world. When the animals of the world are thoroughly learned, place on the map a variety of the world's animal life, both on land and in the sea. Place also on the map this lettering: "Let the waters bring forth abundantly," and, "Let the earth bring forth the living creature after his kind."
- VIII. **PEOPLE OF THE WORLD.**—Let the next page of the notebook be prepared, another outline map of the world on which is placed the lettering, "Let us make man in our image, after our likeness."
1. *Races of men.* Study pages 31-34, also pages 49, 55, 56, 111, 121, 142, 153, 160.
 - a. Make a complete study of the people of each continent, taking one race at a time; also of the islands of the world.
 - b. Make a comparative study of people; as, compare the people of the cold regions with those of the hot in reference to civilization; how do they compare physically? Etc.
 2. *Notebook work.* Now take the map prepared for your notebook and place on it the races of people, showing the distribution of the races throughout the world. On the corner of the page may be placed figures showing the number of people comprising each race in the world. A composition may also be written for the notebook describing the peopling of the earth.
 3. *Industries of men.* Read and study pages 34-40. Study the industries of each continent and the islands, from pages 49, 109, 121, 142, 153, 160.
 - a. In this study take one industry at a time and study it throughout the world until each student is able to describe each industry and tell where it is carried on.
 - b. Make a comparative study of the industries of cold countries with those of hot.
 4. *Notebook work.* Prepare another outline map of the world, and on it place the occupations of men throughout the world. This lettering may be placed on it, "Religion never makes men idlers" ("Ministry of Healing"). A composition may also be written showing what occupations are best suited to a believer in the third angel's message.
 5. *Governments of men.* Study pages 41, 59, 111, 121, 142, 153, 160.
 - a. From this study be able to give the prevailing governments throughout the world.
 - b. Compare the different governments of earth; as, compare the civilization and advancement of the people under an absolute monarchy, as Russia or Persia, with that of a limited monarchy, as Germany or England. Explain the difference.
 - c. What form of government is most favorable to the advancement of the third angel's message?
 6. *Notebook work.*
 - a. Make a page or pages in your notebook showing the different nations of the earth, the government of each, the ruler of each, and the language spoken. By the time a thorough study is made of governments, and written out in an attractive way for the notebook, these facts will be firmly fixed in the mind of each student. This work should be done on drawing-paper.
 - b. A composition may also be written showing the degree of religious liberty enjoyed by different nations of the earth.
 7. *Religions of men.* Study page 42.
 - a. Make a study of the religions of every nation. This may be made a most interesting study, and a great deal of research work may be done by

students. Let members of the class report on different religions as found in an encyclopedia and other books.

b. Study regions having no religion and most in need of the message.

c. Look up the comparative number representing each religion. These statistics may be placed on a corner of the notebook page. They are as follows: —

Christian	Protestantism, 143,000,000	Other Religions	Mohammedanism, 176,000,000
	Greek Catholicism, 98,000,000		Buddhism, 148,000,000
	Roman Catholicism, 434,000,000		Brahmanism, 190,000,000
			Confucianism, 256,000,000

Which of the nations having these religions are the hardest to reach with the gospel as we believe it?

8. Review work. The review questions should now be studied, on pages 43, 95, 105, 115, 135, 149, 157, 161. This review should include the paragraphs on People, Industries, Governments, and Religions.

9. Notebook work.

a. Prepare another outline map of the world for your notebook, indicating upon it the prevailing religions of the world. Place upon it this lettering, "I, even I, am the Lord; and beside me there is no Saviour."

b. Write a composition on "The Sacred Books of the World," or some similar topic.

PART II

THE EARTH FROM THE STANDPOINT OF OUR WORK.—Up to this point we have been studying the world in general, and the student should now have a very comprehensive view of the world with reference to the topics he has studied. He is now prepared to study the field more in detail, and to view it from the standpoint of a missionary with reference to the needs of the field and the organization of the territory for carrying our work to earth's remotest bounds. The motto of every student from now on should be, "The advent message to all the world in this generation." We should not, however, enter into a study of the history of missions, for this would not be advisable, nor would time permit; but the divisions of the world will now be studied as they have been divided by the General Conference in the organization of our work. Since the General Conference embraces the whole world, the student should see that we have really been studying the territory of the General Conference; but now that we have looked at its territory in a general way, we shall study its divisions more in detail.

1. DIVISIONS OF THE GENERAL CONFERENCE.—In order that our work may be systematized, and the territory properly divided for work, these divisions are made: North American Division, European Division, Asiatic Division, and Territory Under Direct Control of the General Conference. (Each of the first three divisions mentioned is superintended by a vice president of the General Conference, who directs the work in his division.) These divisions are then divided into smaller parts, called Union Conferences, Union Missions, and Mission Fields.

1. North American Division. This division embraces North America, with the exception of Mexico, and includes Venezuela and the Guianas of South America.

2. European Division. This division embraces all of Europe, and the Russian Empire, Turkey, Arabia, and Persia in Asia; also Egypt, Sudan, Abyssinia, British East Africa, German East Africa, Eritrea, Tunis, Algeria, Sierra Leone, Gold Coast, Canary Islands.

3. Asiatic Division. This division embraces China, Japan, Korea, East Indies (except the eastern half of New Guinea), and the Malay Peninsula.

4. Unions Not in Any Division. Australasian, Brazilian, South American, South African, West Indian.

5. Missions Not in Any Division. India Union Mission, Mexican, Bahamas, Bermuda, Hawaiian.

(The student should learn the names of these general divisions, but need not at this time learn the territory under the control of each. This will all be learned in the study of union conferences later.)

MAPS NECESSARY FOR THIS STUDY.—We are now ready to study each of these divisions by union conferences. For this study the teacher should have a large set of missionary maps showing the divisions of our work into union conferences. (Large outline maps of the continents may be obtained for making these maps, and all statistics needed for making will be given in this outline.) Show on the maps union conferences *only*. Color or slightly tint the various conferences, and print the names on them in bold type that may be easily read across the room. These maps will be used for wall maps during the rest of the study, and the student will find them of great help to him also in making his set of small missionary maps. Since we desire to show the extension of our work in these various conferences, these large maps should also show at least one school, one publishing house, and one sanitarium, as well as the conference headquarters, in each union conference. Other institutions of importance or more institutions may be given at the discretion of the teacher.

STUDY OF UNION CONFERENCES.—Notice that in the study of North America your geography divides the territory into small divisions for study; as, New England States, States of the Atlantic Slope, States of the Mississippi. These different States are then studied with reference to principal cities, industries, productions, etc. Now since we are studying the territory from a missionary standpoint and with reference to our work, we divide the country into divisions called union conferences; as, Atlantic Union Conference, Lake Union Conference. As long as it is more convenient to divide the territory into small divisions for study, why not let those divisions correspond to the divisions made by the General Conference, as they have divided the territory for the purpose of establishing our work and forwarding our message? With your large missionary maps before the class, let them first study the North American Division by learning the different union conferences of which it is composed. Let these union conferences be studied just as the divisions in your book are studied. As you take up the Atlantic Union Conference, name the States within its territory, making a detailed study of these States from the geography, according to the plan accompanying this outline. Proceed in the same way with all the union conferences, applying the same plan for study to all the conferences in all the General Conference Divisions throughout the world.

NOTEBOOK WORK.—The student should now begin a set of small missionary maps for his notebook. These should be made on drawing-paper, and should be maps of the continents,—reproductions of the large missionary maps,—showing union conferences, union missions, and mission fields, as well as the principal institutions and conference headquarters in each union conference. The continents in each General Division should be made just as they are studied.

Plan for the Study of the Union Conference

1. Name of conference.
2. States or countries within its territory
3. Headquarters of union conference.
4. Principal schools, sanitariums, and publishing houses in the conference, and their location.
5. Brief study of the establishing of our work in the conference.
6. Some of our workers who are there at the present time.
7. Stories of pioneer missionaries to this field.
8. Study of the field from the standpoint of missionary entrance:—
 - a. Language to be learned.

Name of State
 Location
 Boundaries
 Capitals and principal cities
 Surface
 Drainage
 Climate
 People and language
 Industries
 Productions
 Commerce

- | | |
|---|---|
| b. Conditions to be met in | {
Climate
Food
Government
Religion
Opposition to work
Manners and customs |
| c. Ways and means of entering the field | |
| | |
| | |
| | |
| | {
Lines of travel and commerce
Modes of travel
Cost of travel |
| | |
| | |

9. Special study of unentered fields.
10. Need of special training for this work.

Suggestions for Using the Plan

Before the institutions are placed on the maps to be preserved in the notebook, give the students an outline map and have them place all the institutions from memory. The names of these should all be given for spelling lessons also, in order that they may be placed correctly on the maps for the notebook. Drills may be given on the memorizing of these institutions by mixing the names and having the class tell what and where they are.

The teacher should have institutions as well as other matter looked up and placed on the board in sufficient time for the class to learn them for each lesson. Since the information can be obtained from the Year Book only, it should not be left for the child to look up for himself.

Original research may be made by the student in looking up the establishment of our work in various places, and in giving the lives and experiences of some of our missionaries and pioneer workers. Some of the more interesting material of this kind may be made the subjects of compositions to be placed in the notebook.

Special attention should be given to that part of the outline beginning with 8. Many students at this age have a deep desire to go to some foreign field, with but a dim idea of the field itself and the difficulties they will meet as workers there. These may be made a real thing to them as they study conditions to be met in laws, religions, languages, etc. Letters may be read from friends who are missionaries to some of these lands, or articles from our papers which will picture the conditions they are studying, and make them more real.

In "Ways and means of entering a field," drills may be given in imaginary journeys. One or two lessons may profitably be given on tracing missionary journeys, both by land and by sea, in imagination. The student should have so good a knowledge of the earth by this time that this will be a very easy and pleasant study.

On your large missionary maps, as well as on the smaller ones of the students, all unentered fields should be left white. At just a glance, then, the student can tell by looking over his maps which fields are most in need of help. Next give attention to 9 of the outline, making a special study of the conditions in those fields where no work is being done, and give reasons why this is so. Perhaps some one of your students will be impressed with the need of this particular field.

The last part of the outline is especially important. After the preceding study, it will be easy to impress upon the minds of the students the need of a thorough preparation in the way of an education before entering a foreign field. He should see that special training is needed to meet the trying situations and the perplexities of a missionary's life, and will see how much more he will be able to accomplish for good in a foreign field if he has that thorough preparation. Such statements as the following may be studied with profit: "The truth is to go to the remotest bounds of the earth, through agents trained for the work." "With such an army as our youth, rightly trained, might furnish, how soon the message of a crucified, risen, and soon-coming Saviour might go to all the world!" "But the church may inquire whether young men can be intrusted with the grave responsibilities involved in establishing and superintending a foreign mission. I answer, God designed that they should be so trained in our colleges and by association in labor with men of experience, that they would be prepared for departments of usefulness in this cause. They should be pioneers in every enterprise involving toil and sacrifice, while the overtaxed servants of Christ should be cherished as counselors, to encourage and bless those who strike the heaviest blows for God. Young men are wanted. God calls them to missionary fields."

Emphasize also the student's need of a physical preparation for service in foreign fields. Every missionary should know how to handle the hammer, the saw, and the plane, as well as have a knowledge of cooking and sewing; hence the importance of manual training as a part of our school course. Since a strong constitution is necessary to meet the various climatic conditions of different fields, it is necessary to have a knowledge of simple treatments, that the body may be kept in health.

Perhaps all of this outline will not need to be studied in connection with all the conferences of North America, as our work is more fully organized here; but in every other continent in all the divisions mentioned, the plan should be closely followed. The countries or states embraced in the union conferences of each division, together with the pages to be studied in the geography, and the order to be followed in study, are as follows: —

I. NORTH AMERICAN DIVISION.

1. *Atlantic Union Conference*: —

Maine, New Hampshire, Vermont, New York, Massachusetts, Connecticut, Rhode Island. (Study pages 61-65, Morton's Geography.)

2. *Columbia Union Conference*: —

New Jersey, Pennsylvania, Maryland, Delaware, Virginia, West Virginia, Ohio, District of Columbia. (Study pages 66-69, 73, 74.)

3. *Southeastern Union Conference*: —

North Carolina, South Carolina, Georgia, eastern half of Tennessee, Florida. (Study pages 69-71, 81.)

4. *Lake Union Conference*: —

Michigan, Wisconsin, Illinois, Indiana. (Study pages 75, 76.)

5. *Southern Union Conference*: —

Kentucky, western half of Tennessee, Alabama, Mississippi, Louisiana. (Study pages 74, 81, 82.)

6. *Northern Union Conference*: —

Minnesota, Iowa, North Dakota, South Dakota. (Study pages 77-79.)

7. *Central Union Conference*: —

Wyoming, Colorado, Nebraska, Kansas, Missouri. (Study pages 77, 78, 86, 87.)

8. *Southwestern Union Conference*: —

Arkansas, Oklahoma, Texas, New Mexico. (Study pages 82, 83, 88.)

9. *North Pacific Union Conference*: —

Montana, Idaho, Oregon, Washington, Alaska (a mission field). (Study pages 86, 90, 92.)

10. *Pacific Union Conference*: —

Utah, Arizona, Nevada, California. (Study pages 87, 88, 91.)

11. *Western Canadian Union Conference*: —

British Columbia, Alberta, Saskatchewan, Manitoba, Western Ontario. (Study page 97.)

12. *Eastern Canadian Union Conference*: —

Ontario, Quebec, Newfoundland, Labrador, New Brunswick, Nova Scotia, Prince Edward Island. (Study pages 97, 98.)

13. *West Indian Union Conference*: —

Central America, Cuba, Jamaica, Haiti, British Guiana, Dutch Guiana, French Guiana, Venezuela, Porto Rico, and all islands of the Caribbean Sea. (Study pages 102-104, 115.)

14. *Unentered Territory*: —

Greenland. (Study page 99.)

II. EUROPEAN DIVISION.

1. *British Union Conference*: —

England, Scotland, Wales, Ireland. (Study pages 123, 124, 125.)

2. *Scandinavian Union Conference*: —

Denmark, Norway, Sweden, Finland, Iceland. (Study pages 133, 134, 99.)

3. *West German Union Conference*: —

Western Germany, Netherlands, Belgium. (Study pages 127, 132, 133.)

4. *East German Union Conference*:—
Eastern Germany. (Study page 127.)
5. *Danube Union Conference*:—
Austria-Hungary, Roumania, Bulgaria, Servia, Montenegro. (Study pages 129, 130, 135.)
6. *Central European Union Conference*:—
German Switzerland, western part of Austria, South Germany. (Study page 131.)
7. *Russian Union Conference*:—
Russia. (Study pages 128, 129.)
8. *Latin Union Conference*:—
Spain, Portugal, France, Italy, French Switzerland, Algeria, Tunis. (Study pages 131, 132, 130, 128, 155, 156.)
9. *Siberian Union Mission*:—
Siberia. (Study page 147.)
10. *Levant Union Mission*:—
Greece, Turkey, Arabia, Egypt, Sudan, island of Crete. (Study pages 134, 135, 147, 148, 154, 155.)
11. *Mission Fields Under the Direction of the European Division*:—
 - a. Persian Mission: Persia. (Study page 148.)
 - b. Syrian Mission: Arabia. (Study page 148.)
 - c. Egyptian Mission: Egypt, Sudan. (Study pages 154, 155.)
 - d. Abyssinian Mission: Eritrea, Abyssinia. (Study page 157.)
 - e. British East African Mission: British East Africa. (Study page 154.)
 - f. Victoria Nyanza Mission: German East Africa. (Study page 156.)
 - g. South Pare Mission: German East Africa. (Study page 156.)
 - h. Madagascar Mission: Madagascar. (Study page 156.)
 - i. Sahara Mission: Tripoli, Morocco. (Study page 157.)
 - j. North African Mission: Algeria, Tunis. (Study page 155.)
 - k. Congo Mission: Congo Free State. (Study page 156.)

III. ASIATIC DIVISION.

1. *China Union Mission*: China. (Study pages 144, 145.)
2. *Japan Mission*: Japan. (Study page 146.)
3. *Korean Mission*: Korea. (Study page 146.)
4. *Java Mission*: Java. (Study page 149.)
5. *Sumatra Mission*: Sumatra. (Study page 149.)
6. *Singapore Mission*: Straits Settlements. (Study page 144.)
7. *Philippine Mission*: Philippine Islands. (Study pages 94, 95.)
8. *Malay Missions*: East India Islands. (Study page 149.)
9. *Unentered territory*: Afghanistan, Baluchistan, Siam, French Indo-China. (Study pages 148, 149, 144.)

IV. TERRITORY NOT CLASSIFIED IN A DIVISION.

1. *South American Union Conference*:—
Argentina, Chile, Bolivia, Peru, Ecuador, Uruguay, Paraguay, Falkland Islands. (Study pages 112-114.)
2. *Brazilian Union Conference*:—
Brazil. (Study pages 111, 112.)
3. *Australasian Union Conference*:—
Australia, Tasmania, New Zealand, eastern half of New Guinea, all the South Sea islands. (Study pages 159-161.)
4. *South African Union Conference*:—
Cape Colony, Orange Free State, Natal, Transvaal, Rhodesia, British Central Africa. (Study page 154.)
5. *India Union Mission*:—
India. (Study pages 143, 144.)
6. *Mexican Mission*:—
Mexico. (Study pages 101, 102.)
7. *West African Mission*:—
Sierra Leone, Gold Coast. (Study page 154.)

8. *Hawaiian Mission*:—
Hawaiian Islands. (Study pages 93, 94.)
9. *Bahamas Mission*:—
Bahama Islands. (Study page 104.)
10. *Bermuda Mission*:—
Bermuda Islands. (Study page 104.)
11. *Canary Islands Mission*:—
Canary Islands.
12. *Unentered territory*:—

All of Africa not mentioned in these divisions. (Study pages 151-157.
Colombia in South America. (Study page 114.)

This closes your study on missionary geography. The student should now bind together the maps and other pages he has made for his notebook. This will make a very valuable reference book, one which he will always find helpful. A very appropriate cover for the book may be made by drawing a small picture of the globe, containing simple outline maps of the world; around this place in fancy lettering, "Go ye into all the world, and preach the gospel."

You have been able in this outline to cover all the technical geography, viewing the world as a whole. If while studying the technical points of geography the student has become familiar with the territory as we divide it for work; if he has taken note of the marvelous growth of the work in the number of institutions established in various places; if he has learned of the unentered fields and something of their needs; in short, if as he studies he has viewed the whole world from the standpoint of a missionary preparing for service, then he will have laid the foundation of a preparation for this service and for putting into effect our motto, "The advent message to all the world in this generation."

* * *

Methods in Geography Teaching

BY BLANCHE E. HICKS

"As our minds are brought in contact with the mysteries of the universe, we cannot but recognize the working of Infinite power." Although sin has marred our fair earth, there are countless evidences of the Creator's love. By coming into touch with nature we become acquainted with nature's God. We have been told to "consider the lilies." Many of the spiritual lessons given by Jesus were illustrated by some object in nature.

Children are lovers of the beautiful. They watch with interest the fading hues of the rainbow and the delicate tints of sunset. They wonder why some flowers are white and some red. Teach them that the same power that paints the lily, "weigheth the clouds in a balance and hangeth the world upon nothing." Even before entering the schoolroom, many oral lessons from nature should be given the child.

The first lessons in geography should be very simple and well prepared. The little folk greatly enjoy imaginary visits to Eskimo land and other places where the natural conditions and people are very different from our own. Tell them interesting stories of the birds and animals of other countries, and compare them with those of our own country. Adapt the lessons to their understanding, and as far as possible have pictures to illustrate the lessons. In order to make things interesting for children, they must learn new truths by associating them with something they already know. If possible, take the class to the field or grove

occasionally. Show them that a river is just like the brook, only much larger. Observe with them how the water carries the soil, and forms new land. It will be easy to find something to represent an island. The child's interest depends in a large degree on the manner in which the lesson is given. These first lessons will lead the young mind to observation, and increase its capacity for enjoyment. Many go through life cheerless because they have not been taught to read encouragement in the face of nature around them. A good foundation means much.

As the child advances, the work gradually increases. This gradual step-by-step method is made easy by the use of the book "Nature Study Series."

The teacher finds it an advantage to vary her manner of conducting the class. The children should seldom know how they may be expected to recite. This will encourage thorough study of the lesson. One day the pupils may stand in a line. The teacher asks questions, and the pupils work for head-marks. Another day the class may go to the board. The teacher then asks questions which can be answered in one or two words. Example: "Give the name of the highest mountain in the world." The pupil writes, "Mt. Everest." After ten questions have been given, have the pupils change places, and grade one another's work as the teacher reads the correct answers. Take off 10% for a wrong answer, and 1% for a misspelled word. Put the grade at the head of the work. This exercise may be repeated several times in one recitation period. At the close, average the work and give the grade for the day's recitation.

Sometimes each child may be given a topic to discuss. Grade according to the knowledge shown.

In beginning the study of a map, go over it with the class, naming the principal mountains, rivers, capes, peninsulas, cities, islands, etc. The next day the teacher may have these names written on slips of paper, and lay them on the table. Let a pupil take two, read off the names, and point out the places on the map. For instance, the pupil reads, "Mendocino." He must be able to tell whether it is a lake, a river, a cape, or what. If he knows, he will say, "It is a cape on the western coast of North America," as he points to it on the map. This can be done quite rapidly, and the teacher should keep a record of what each one misses.

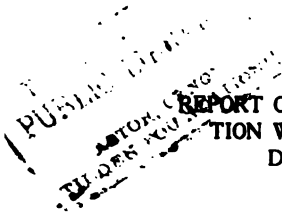
Our mission work should constitute a very interesting and important part of geography study in our schools. As each country is taken up, give notes regarding religious conditions, pioneer missionary work, and our work there now. The children may have been acquainted with some who are now laboring in far-away fields, and will greatly enjoy reading accounts of them and their work. Many interesting facts can be told the class about the marvelous advancement of the gospel of the kingdom. Have the pupils become so acquainted with the world-wide mission field that they can readily locate most of our mission stations and

tell who are laboring there. For reviews, the names of mission stations and missionaries may be written on slips of paper and added to those for map study.

There are many ways of teaching the same things. The teacher will find it to his advantage to plan new ways of teaching old truths. The lessons may become monotonous if no change is made in the teacher's method. There are few children who do not like geography, and many will declare that, next to the Bible, it is their favorite study.



EDUCATIONAL COUNCIL



**REPORT OF THE EDUCATIONAL COUNCIL HELD IN CONNEC-
TION WITH THE GENERAL CONFERENCE OF SEVENTH-
DAY ADVENTISTS AT TAKOMA PARK, WASH-
INGTON, D. C., MAY 15 TO
JUNE 8, 1913**



**ISSUED BY
DEPARTMENT OF EDUCATION
OF THE
GENERAL CONFERENCE OF SEVENTH-DAY ADVENTISTS
TAKOMA PARK, WASHINGTON, D. C.
1913**

Department Publications



Christian Education Magazine (monthly — 10 Nos.) . \$1.00 a year
Spelling Booklets for Grades 2, 3, 4, 5 5 cents each grade
Pioneer Pictures, Set I (4 pictures), 10 cents a set; 3 sets, 25 cents

Educational Bulletins

No. 1. Teachers' Reading Course, First Year, 24 pp.	-	\$.05
No. 2. Blackboard Suggestions for Oral Bible, 12 pp.	-	.03
No. 3. Elementary Wood-Work, 12 pp.	- -	.03
No. 4. Construction Work in the Elementary School, 16 pp.		.04
No. 5. Language in the Primary Grades, 10 pp.	- -	.02
No. 6. Outline Lessons in Prophetic History, 48 pp.	-	.15
No. 7. Teachers' Reading Course, Second Year, 20 pp.	-	.05
No. 8. Drawing Lessons, 28 pp.	- - - -	.07
No. 9. Outline in Geography, 16 pp.	- - -	.04
No. 10. Educational Council (1913), 16 pp.	- -	.05

Order From

The Department of Education, S. D. A.
Takoma Park, Washington, D. C.

Educational Council

Report of the Council Held by the Educational Department in
Connection With the General Conference of Seventh-Day
Adventists, at Takoma Park, Washington, D. C.,
May 15 to June 8, 1913

FIRST MEETING

May 16, 1913, 4:30 P. M.

THE first meeting of the educational council in connection with the General Conference was held in the Seminary chapel, at 4:30 P. M., with the secretary of the department, Prof. H. R. Salisbury, in the chair.

W. E. Howell was chosen recording secretary for the session.

By vote, the privilege of participating and voting in the deliberations of the council was extended to all who attended the sessions.

The meeting was thrown open for messages of courage and progress from our school leaders. Responses were made in behalf of their schools by Professors Kern, Griggs, Lewis (for C. W. Irwin), Graf, Machlan, Hughes, and Stone.

COMMITTEES: —

Voted, That the Chair appoint the usual committees, which was done as follows: —

On Plans: C. L. Benson, M. E. Olsen, B. F. Machlan, M. E. Cady, C. L. Stone.

On Certificates: H. G. Lucas, J. A. L. Derby, W. W. Ruble, H. M. Hiatt, Sarah Peck.

On Reading Course: C. C. Lewis, Jessie B. Osborne, Myrta Kellogg, Almetta Garrett, Florence Howell, Minnie O. Hart.

On Life Certificates, to act with the secretary: C. W. Irwin, H. A. Morrison.

SURVEY: —

The secretary gave a brief survey of the past four years, and a forecast of the work of the council, noting the transfer of Prof. C. C. Lewis to the principalship of the Fireside Correspondence School, and of Prof. W. E. Howell to full time in the Educational Department. He gave, as the key-note to the work of the council, "Thoroughness and constructive work in the fear of the Lord."

SECOND MEETING

May 19, 1913, 4:30 P. M.

TOPIC — RELIGIOUS INSTRUCTION IN OUR SCHOOLS: —

The following papers were read without discussion: —

"Our Schools and Our Message," by Prof. Frederick Griggs.

"The Bible as an Educator," by Prof. M. E. Cady.

"Getting Results From Devotional Meetings" (spoken from notes), by Prof. M. E. Kern.

EDUCATIONAL COUNCIL**THIRD MEETING****May 21, 1913, 4:30 P. M.****TOPIC — NORMAL WORK: —**

A paper entitled "More and Better-Trained Teachers for Our Elementary Schools," was read by Sarah E. Peck.

Prof. M. B. Van Kirk read the report of the standing committee on normal standards. The discussion of the report was postponed till the report could be duplicated and be put in the hands of the assembly.

Myrta Kellogg read a paper on "The Relative Importance of the Academic and the Professional Studies."

FOURTH MEETING**May 26, 1913, 4:30 P. M.****TOPIC — ELEMENTARY SCHOOLS: —**

Edith Shepard and Mrs. Anna Rambo gave enthusiastic talks on the importance and feasibility of home-school work.

Prof. C. A. Russell read a paper on "How to Extend and Improve Our Church-Schools."

Mrs. Flora H. Williams read a paper on "The Selection and Distribution of Church-School Teachers."

The committee on plans presented a partial report. In the discussion of the first recommendation, pertaining to the holding of a general educational convention in the summer of 1914, action was taken approving the holding of a convention of Missionary Volunteers in connection with the educational convention, and the recommendation was referred back to the committee for revision accordingly.

The second recommendation, pertaining to the Fireside Correspondence School, was referred back to the committee for revision.

FIFTH MEETING**May 28, 1913, 8 A. M.****SCIENCE EQUIPMENT: —**

A partial report of the committee on science equipment for colleges was presented by its chairman, Prof. L. H. Wood, with duplicated copies of the detailed part in the hands of the assembly. After favorable discussion by Professors Derby, Olsen, and E. G. Salisbury, the recommendations attached to this report were referred to the committee on plans.

LIBRARY: —

A partial report of the committee on library was submitted by its chairman, Prof. J. N. Anderson, acting for the original chairman, Prof. H. R. Salisbury. There not being time to discuss this report, the suggestions attached to it were referred to the committee on plans.

SIXTH MEETING**May 30, 1913, 8 A. M.**

The committee on plans submitted the following partial report, which was considered and adopted as follows: —

Teachers' Reading Course

Third Year

SEPTEMBER

Part I: Book, "Counsels to Teachers"

The Essential Knowledge

1. WHAT is the true higher education? How is it secured? What does it do for the possessor?

2. What does the gaining of such an education mean? What message does it constitute?

3. What leads men to seek forbidden knowledge? What is the nature of such knowledge? What motives prompt the seeking of it? Show how such knowledge becomes an instrument of death.

4. What two things are indispensable to success in education? Without these, what is the effect upon the student?

5. What kind of education is higher, broader, and deeper than human knowledge?

6. What is to be the chief study in our schools? What are the reasons for this?

7. What else does a knowledge of the science of salvation bring?

Perils in Education.—1. Point out the perils in worldly education.

2. To what danger are Christian educators subject?

3. What makes true higher education of infinite value?

4. In what does all true educational work find its center? How should we not treat such a teacher?

5. How may the teacher obtain the higher preparation for his work?

6. How may we advance to higher excellence in education?

The First of Sciences

1. Compare the knowledge of true science with the knowledge Jesus came in person to impart.

2. How may the highest intellectual greatness be attained?

3. Note in detail what is implied in mastering the science of Christianity.

True Success in Education.—1. How is true success in education found?

2. What will lead students to turn from low aims and frivolous pleasures?

3. What must not be crushed out in them, but rather given direction?

4. How may we learn cooperation with Christ?

5. Show how the cross of Christ is to be the theme of the teacher's work.

6. What is the goal to be reached, and the passport to be secured?

The Teacher of Truth the Only Safe Educator

1. Make a comparison of the two classes of educators in the world.

2. Give the reason why Christ would cleanse the schools of today as he did the temple of old.

3. How have men prostituted their intellectual gifts?

4. In what way does Satan ply his deceptive arts in using such men?

5. Show how Satan has misrepresented God, and how alone the veil of darkness can be lifted.

A True Representation.—1. For what sole purpose did Jesus come to earth?

2. What might he have done in sciences, and why did he not do it? (See also pages 34, 35.)

3. What impression was made upon Moses when he got a glimpse of God's true character?

4. What is our only safe course?

5. What is the teacher's most essential qualification?

Unselfish Service the Law of Heaven

1. Draw a contrast between the law of Heaven and the law of Satan. (Pages 32, 33.)

2. What experimental knowledge are teachers and students to gain? (Pages 36-38.)

3. When only is knowledge a power for good?

Our Children and Youth Demand Our Care

1. Show why our children and youth demand our care.

2. What does God require of the church?

3. Why should a liberal education be provided?

Bible is the story of the reign of sin and of the complete restoration of the kingdom of heaven.

The first and last qualification of the Bible teacher is to *know* the Bible.

Pastor A. G. Daniells discussed the same topic in substance as follows: —

Make better provision for preparation of teachers, and better provision for students to study. Let our Bible teachers be given their summer vacation for study and research. Let them remain here in Takoma Park this summer, and work on a well-regulated program, including time in the national and city libraries. Let them study in detail every phase of Bible teaching in our colleges and academies, and return fresh from this work to their schools at their opening.

Make better provision for students by enlarging and strengthening our libraries for Bible study.

These measures will help to bring new life and impetus into our Bible teaching, and make the Bible class in reality the most interesting and influential one in the school.

BIBLE COURSES: —

Prof. C. Sorenson presented the report of the committee on Bible courses, accompanied by an outline of Bible work from grades nine to sixteen. The report was referred back to the committee for further study.

EIGHTH MEETING

June 2, 1913, 8 A. M.

NORMAL STANDARDS: —

The committee on normal standards resubmitted its report, which was adopted as follows: —

Your committee appointed to define standards for the normal departments of our training-schools begs to submit the following as the result of its efforts: —

The General Conference standards for normal departments of union conference training-schools are defined as follows: —

LITERARY SUBJECTS: —

(a) Credits of 75%, or passed plus, in all subjects required for first-grade and professional certificates, except in the common branches and education subjects, may be accepted from accredited schools, conducted according to the regulations of the General Conference Department of Education, for summer schools or union conference examining boards.

(b) Credits of 75%, or passed plus, in education subjects may be accepted from Seventh-day Adventist summer schools when the subject has been pursued not less than the equivalent thirty sixty-minute hours, in organized class work, under regular instructors; these grades to have been obtained within two years of their presentation to the normal department, save in cases where the holder gives satisfactory evidence of having kept abreast of the development of our educational work, in which case the time may be exceeded.

(c) Credits of 75%, or passed plus, in all common branches may be accepted for entrance into the corresponding methods classes, but only when the latest one has been obtained within two years of its presentation, except in cases where the holder has been regularly attending school or has been engaged in elementary school work at least twelve months during the three years immediately preceding their presentation, in which case the time may be exceeded.

METHODS CLASSES: —

In all subjects required by the General Conference courses of study for first-grade and professional certificates respectively, the following methods shall be maintained: —

(a) Special methods in all branches required to be taught in the eight grades.

(b) That particular attention be given to the following methods: —

Bible, in its various sections as outlined for the elementary grades.

Nature, as a revelation of the Creator.

opportunities are there for specialization in our school work? What is there "desirable" and "inviting" about church-school work that demands the enlistment of "the most gifted" teacher?

5. What cultural standard has our Educational Department adopted for the teachers of its various classes of schools? See Educational Bulletin No. 10.

6. Why is it right to require professional training of a teacher before admitting him to the desk?

7. How should the consecrated and the progressive spirit of a Christian teacher compare with those of a worldly teacher?

8. Answer the questions in paragraph 3, page 53.

Notes

1. Read the last paragraph on page 18 in "Education."

2. Jesus understands the human being in all its phases as no other person ever can, for he created us. He knows the needs, physical, intellectual, and spiritual, of every one, and the very best way of meeting those needs. He sees in each one the evil tendencies, the failings, the defects; but he also sees and feels the longings to overcome, the struggles after the higher life. And that trace of the image of God in which man was created, he best knows how to bring to perfection. He knows "what is in man." If we ever understand this greatest of all sciences, we must follow his example of coming into personal sympathetic touch with the inner lives of our pupils; we must ourselves drink daily at the well of salvation.

3. Read the second paragraph on page 20 in "Education."

OCTOBER

Part I: "Counsels to Teachers"

The Primal Object of Education

1. What misconception of the true purpose of education commonly prevails?

2. What should rather be our aim?

3. Show how Christ was our one perfect pattern in this respect.

4. What conditions prevail in the school of Christ?

5. Show how the Bible is without a rival as an educator.

6. Show how lessons from nature supplement the teachings of the Bible.

7. What is the object for which Christian education is preparing?

The Heavenly Pattern

1. Point out the respects in which the educational advantages offered in our schools are to differ from those of the secular schools.

2. How may agricultural and mechanical work bear the heavenly impress?

3. What example of perfect character has been given us?

Character Building

1. What parable on character building did Jesus give us?

2. Outline the character building to be done by parents and teachers.

Teachers and Teaching

1. Compare the two kinds of education in the world.

2. Which kind shall be given in our schools?

3. What fitness for this kind are teachers to have?

4. How may men become truly wise?

5. How is the highest standard of manhood attained?

6. With what standard only must the teacher be satisfied?

7. How may the teacher succeed in winning souls?

8. In what ways ought needy students to be helped to obtain an education?

9. What qualifications should a teacher specially seek to cultivate?

The Right Education

1. (a) What kind of work is dealing with youthful minds said to be? (b) Why should the manner of instruction be varied? (c) What qualifications are essential to teaching children properly? (See also page 77.)

2. Read Ps. 32: 8, 9; then (a) draw a contrast between the training of children and of dumb animals, (b) point out the bad results of training children like animals, and (c) tell what should have special attention, and why.

3. (a) Trace carefully the causes of instability in youth. (b) Note the wrong and the right kinds of discipline. (Pages 75, 76.)

Confinement at School.—1. What are the dangers of too close confinement?

2. What ignorance and what harmful practises sow the seed of disease and death in children? (Pages 78, 79.)

3. Outline an ideal plan that will reduce the dangers of too much confinement for children.

4. What emphasizes the importance of

NOTE.— It will be possible for a teacher who attends summer schools regularly to obtain the same professional training that is given in the normal courses.

By the committee: M. B. VAN KIRK,
W. W. RUBLE,
M. M. HART,
M. E. Cady,
SARAH E. PECK,
KATHERINE B. HALE.

NORMAL TRAINING: —

The committee on plans submitted a further partial report, pertaining to normal training, which was considered at a later meeting.

QUESTION BOX: —

Question.— Should a student who uses tobacco be retained in the school?

The general import of the discussion was to the effect that when a boy who uses tobacco shows signs of improvement and of a desire to break away from the habit, and when his influence is not detrimental to others, he be retained and patiently labored for until he gains the victory over the habit.

Question.— How should the term baccalaureate be used in our schools?

Correctly used, this term applies only to sermons or exercises connected with the conferring of degrees. By a wider, looser use, especially in newspaper practise, it is usurped to apply to the closing exercises of a secondary school.

Question.— Why are degrees left off the faculty page in our schools that grant degrees?

The discussion brought out the points that, while the practise of leaving off the degrees from the faculty page probably originated in certain extreme attempts at reform, and in the fact that certain members of the faculty did not possess degrees, it is inconsistent either to hold that possession of a scholastic degree is indispensable to successful teaching or administration or to omit those degrees from the faculty page when they are possessed, especially in cases where the school itself confers degrees. While we are not to draw our standards from the world in any wrong sense, we should not lose sight of the fact that the chief aim of our schools is to prepare students to go out into the world and help save the world, and that, therefore, we should do every right thing in our school work to command the respect of those for whom we labor.

NINTH MEETING

June 2, 1913, 4:30 P. M.

FOREIGN MISSION BANDS: —

On request, a memorial to the Department in behalf of foreign mission bands was introduced by Prof. L. L. Caviness.

Voted, To receive the memorial, and place it with the committee on plans for study and recommendation.

COLLEGE STANDARDS: —

The report of the committee on college standards was read by its chairman, Prof. W. E. Howell. On motion to adopt, Prof. O. J. Graf led in the general discussion, emphasizing the value of standards in our educational work, and offering cautions to be observed in their application.

The report was then taken up item by item. The report was divided into two parts: First, Fundamental Propositions; second, Technical

Standards. Part I was considered and adopted. The consideration of Part II was begun, but not completed till a later meeting.

TENTH MEETING

June 4, 1913, 8 A. M.

The committee on plans submitted a further partial report, pertaining to a central buying agency for science equipment; to the continuation of the committees on science equipment, on library, on standards; to school auxiliary organizations; to the duties of union and State secretaries; to library and laboratory funds; to purchasing books for libraries.

The recommendations on normal training were considered and adopted as follows:—

NORMAL TRAINING:—

3. That the following course for normal training be adopted as being in harmony with the proposed normal standards:—

FIRST YEAR

Education	General Method	Psychology
Methods I (all primary)		
Methods II (all intermediate)		
Manual Training, $\frac{1}{2}$		
Observation and Teaching, $\frac{1}{2}$		
Normal Art (drill)		

SECOND YEAR

History of Education, $\frac{1}{2}$; Child study and "Counsels to Teachers," $\frac{1}{2}$
 Grammar Grade Methods
 Manual Training, $\frac{1}{2}$
 Observation and Teaching, $\frac{1}{2}$
 Organ (drill)

Whereas, There is now an urgent demand for more church-school teachers than are now being graduated from our normal courses, we recommend,—

4. That one year of normal training be offered to mature students who have finished ten grades of academic work or its equivalent, such students to be recommended to the union conferences as worthy of a first-grade certificate; that the said year include the following work:—

Education, General Method, Psychology
 Methods I (all primary)
 Methods II (all intermediate)
 Manual Training, $\frac{1}{2}$
 Observation and Teaching, $\frac{1}{2}$
 Normal Art (drill)

5. That the General Department of Education take immediate steps to furnish each normal director and each critic teacher with full plans in bulletin form for professional work in all the methods classes, and that these bulletins be followed as soon as possible by detailed plans of work in the education and practise teaching classes.

6. (a) That critic teachers for the normal schools hold life certificates based on the normal course, and that directors of normal departments have two years of literary work in advance of that required for life certificates.

(b) That these requirements be effective beginning with Sept. 1, 1916.

7. (a) That the college library contain at least five hundred volumes on various lines of pedagogy and methods.

(b) That the normal department be provided with sufficient apparatus for the nature, manual training, and other methods classes.

(c) That two committees be appointed by the General Department to report to the convention of 1914, one of these to suggest a definite list of normal library books,

the other to suggest necessary normal equipment and apparatus, both these committees to report through the standing committees on libraries and on science equipment.

The committee on library was appointed as follows: Myrta Kellogg, Sarah Peck, Minnie O. Hart.

The committee on equipment was appointed as follows: B. B. Davis, Katherine B. Hale, Bertha Allen.

ELEVENTH MEETING

June 4, 1913, 4:30 P. M.

A paper on "Subjects to Be Taught in Our Summer Schools" was read by Prof. W. W. Ruble, and discussed by Professors Stone, Graf, and Butler, and Miss Peck.

The report of the committee on industrial education was read by its chairman, Prof. C. B. Hughes. It was discussed at some length by Prof. C. W. Irwin, with good effect.

TWELFTH MEETING

June 5, 1913, 8 A. M.

GENERAL CONVENTION: —

In an informal discussion of where and when to hold our general convention in 1914, it was the consensus of opinion that it be held where the largest delegation can be assured. As to the date, June 11-25 was suggested.

The final report of the committee on plans was read, and consideration taken up at a later meeting.

CERTIFICATION: —

The report of the committee on certification was read by its chairman, Prof. H. G. Lucas.

Voted, To have this report duplicated for further study.

Voted, That the committee on certification continue its work, with the addition of the following five members: C. A. Russell, M. M. Hare, C. B. Hughes, M. E. Cady, M. B. Van Kirk, this committee to make its final report at the time of the convention in 1914.

COLLEGE STANDARDS: —

Prof. J. G. Lamson led in the discussion of a recommendation in the report of the committee on college standards, pertaining to the amount of credit to be allowed for vocational work. He urged that our vocational work be allowed full credit on the condition of its being pursued a double amount of time, and, further, that such credit be reckoned as a part of the sixty year-hours required for graduation. These two points were discussed by Professors Howell, Benson, Graf, and Olsen.

Voted, To refer the recommendation to an industrial committee appointed by the Department, to confer with the committee on courses of study and report to the convention in 1914, and that it be the consensus of opinion of this council that vocational work be a part of the curriculum.

THIRTEENTH MEETING

June 6, 1913, 8 A. M.

Consideration of the report on college standards was again taken up. The recommendation pertaining to requirements for graduation was referred to the special industrial committee provided for at the previous

meeting. The consideration of this report was then completed, and the report was adopted as a whole, as follows: —

(A) FUNDAMENTAL PROPOSITIONS

COLLEGE STANDARDS: —

8. (a) That the determining standard in our college education, and the continual touchstone of its success, be the spiritual power that permeates and constantly molds all its work as a direct result of according the Bible its rightful place in the instruction given, and of conducting the work of the school in full harmony with the system of Christian education given to Seventh-day Adventists as outlined by the spirit of prophecy.

(b) That we affirm it as our belief that the presence of this power will result in the patient building of solid character in our students by proper disciplinary and cultural means, and in the development of efficiency for soul-winning; to deny either of these propositions is to deny the necessity for the Christian school and to affirm the futility of Christian effort.

(c) That the realizing of such a spiritual standard will assure the strongest possible stimulus to thoroughgoing mental effort, and to conscientious care of the bodily health through abstemious habits and useful labor.

(B) TECHNICAL STANDARDS

9. (a) That the full work of the teacher be four regular classes, with a vocational class or its equivalent, it being understood that on this basis a teacher do his reasonable share of committee, religious, and other general work, in addition to his class exercises; and, on the other hand, that the demands of each teacher's work on his time and strength be carefully considered in adjusting the work of the faculty.

(b) That the academic qualifications of a teacher be at least a collegiate degree or its equivalent in scholarship, with special reference to the line which he is to teach, and a successful test of teaching ability of at least two years' duration, during which time he shall have demonstrated his ability to develop the subjects taught in harmony with the principles of Christian education, and have shown sympathetic participation in the spiritual and missionary work of the school.

(c) That each student spend at least the average of an hour and a half in the preparation of each of his four regular studies.

(d) That the library contain at least five thousand volumes, selected for college use and exclusive of public documents.

(e) That schools teaching science subjects have an equipment for each subject at least equal to the amount specified by the committee on science equipment; that if all branches are taught, the minimum laboratory equipment be three thousand dollars; that each school strive toward an equipment of five thousand dollars as a more effective means of teaching science subjects.

(f) That at least twenty hours of class work be provided for in the college grades, exclusive of vocational and cultural classes.

(g) That a sufficient annual income be assured to cover operating expenses.

(h) That the requirements for entrance be the completion of a four-year secondary course according to the standards established by the General Department of Education.

(i) That a condition of graduation be proficiency in at least one trade; that to this end every college provide adequate equipment for at least three major lines (140 sixty-minute hours each) of instruction and practise for boys, and at least two for girls, with competent teaching ability in each, and that it require of dormitory students physical labor to the amount of ten to fifteen hours a week, according to the ability of the school to provide it.

(j) That these provisions go into effect not later than Sept. 1, 1915.

The report of the committee on commercial text-books was read by Prof. B. B. Smith, secretary of the committee. In the consideration of this report, the recommendation pertaining to the teaching of commercial law in all the courses of the school, was referred to the committee on courses of study. The rest of the report was adopted as a whole, as follows: —

COMMERCIAL TEXT-BOOKS: —

10. (a) That to the elementary course in bookkeeping, church accounting be added, in accordance with the forms adopted by the auditors' council of 1912, and that we encourage a familiarity with denominational forms and blanks of every kind.— this to be required of students finishing all courses.

(b) That in the first-year commercial course, such methods of instruction as are commonly employed in our schools be retained, the advanced work to be supplemented by courses in tract society, conference, school, sanitarium, and publishing house accounting, and that every student desiring to be graduated from the commercial course select three or more of these courses.

(c) That the council appoint those who are to write up these sets of denominational accounting, and each one of those so appointed submit his routine of transactions to each of the others for inspection.

(d) That in the matter of forms for instruction in denominational accounting, such forms be used as shall be adopted by the denomination, together with such other forms as may be drawn up by committees consisting of union conference auditor, commercial teacher, and one local conference accountant.

(e) That we urge upon all conference officers that graduates from our commercial schools be given the preference in the matter of employment, and that such provision as can be made to help train commercial students be provided by such officers of the conferences.

(f) That students who expect to act as tract society secretaries and treasurers have a summer's experience in the canvassing work.

(g) That the elementary bookkeeping for students not in the commercial course, be of a different character from that offered in the commercial course, and that commercial students receive no credit in the commercial course for work done in the lower grade in bookkeeping.

(h) That we express ourselves as being in thorough sympathy with the recommendation of the Berrien Springs Educational Convention, requiring ten grades as a prerequisite for entrance into commercial courses.

The report of the committee on plans was further considered, resulting in the adoption of the following actions: —

FIELD WORK: —

Whereas, Our schools are distinctively denominational, and are designed to train workers to extend the third angel's message, we recommend,—

11. (a) That practical field work be correlated with theoretical instruction in Bible, by having students, under the instructor's supervision, give Bible readings, hold cottage meetings, and do other evangelistic work, with people not of our faith.

(b) That such work, done under strict supervision of the teacher, be regarded somewhat in the light of laboratory work in science, proper credit being allowed for it in connection with the Bible courses.

12. That, as far as possible, our schools cooperate with the Missionary Volunteer and other departments, in their Harvest Ingathering, Temperance, and Religious Liberty plans.

LIBRARY AND LABORATORY: —

13. That the respective library and laboratory funds in our various academies and colleges be employed exclusively for building up the libraries and laboratories.

14. That in the purchasing of books for our libraries, due attention be paid to the relative importance of the different lines of study, special emphasis being placed on Bible, history, and English.

COURSES OF STUDY: —

15. That colleges, academies, and intermediate schools make no radical changes in their courses of study without advising with the General Department of Education.

AUXILIARY ORGANIZATIONS: —

16. That the Department appoint a committee to consider the advisability of conducting auxiliary organizations, such as science clubs and literary societies, in connection with our schools, this committee to make its report at the convention of 1914.

This committee was appointed as follows: M. E. Kern, W. H. Wakeham, E. G. Salisbury, J. I. Beardsley, L. H. Wood.

DUTIES OF SECRETARIES: —

17. That the Department be requested to define the duties of the union and local secretaries of education, and their relation to the heads of our various schools and to the members of their faculties.

FOURTEENTH MEETING

June 6, 1913, 4:30 P. M.

Prof. C. C. Lewis read a very interesting and instructive paper on "How Shall Social Culture Be Taught?"

Dr. G. H. Heald read a paper on "School Sanitation." The discussion of this paper by Dr. H. C. Menkel laid emphasis upon the importance of putting into practise the principles of health we already know.

Voted, That the chairman appoint two persons to act with himself to nominate members of the Fireside Correspondence School board.

FIFTEENTH MEETING

June 8, 1913, 8 A. M.

The final report of the committee on plans was considered and adopted, as follows: —

FIELD COOPERATION: —

18. (a) That in union conferences in which there is located a union conference training-school, the local conference schools do not attempt to carry work above the tenth grade, any exception to the recommendation to be allowed only after obtaining counsel from the executive committee of the union conference in which the school is located, together with the counsel of the North American Department of Education.

(b) That there be the fullest cooperation between the officers of the various local and union schools in the matter of encouraging our people to patronize the conference and the union educational institutions in their respective spheres of work, students below the eleventh grade being recommended to attend the academy or the intermediate school in the local conference.

(c) That these recommendations take effect not later than the beginning of the school year in 1914.

(d) That these recommendations do not apply to our foreign seminaries.

Whereas, Much experience of value has been gained in the establishing and operating of our denominational schools during the past forty years, and it is in the interests of the work that this experience be utilized, we recommend,—

19. That, in harmony with the action of the General Conference Committee in its autumn council of 1912, any local conference or union conference contemplating the starting of a school or the raising or lowering of the grades of work being done in its schools, counsel with both the union conference committee and the North American Division Conference Educational Department, and be guided by the standardized plan of the denomination.

SYLLABI: —

20. That the syllabi prepared by the various sections be tried out further during the coming year, final action on them to be taken at the convention of 1914.

CORRESPONDENCE SCHOOL: —

21. That at an early meeting of the Department, to be held in the chapel, an hour be taken for the consideration of the work of the Correspondence School, at which its unique character and place in our general scheme of education can be fully set forth, and that the various sections be invited to give some thought to the courses dealing with their respective lines of work, and to offer helpful suggestions to the faculty.

EDUCATIONAL JOURNAL: —

22. That we express our appreciation of the change of our educational journal to

The Influence of Association

1. What three things determine the present usefulness and the future destiny of young people?
2. How are youth affected by the influences that prevail in many schools and colleges?
3. What matter should students consider seriously?
4. Show how the company one keeps is an index to his character.
5. How only may students safeguard themselves against evil?
6. Of what two things does strength of character consist?
7. How are real greatness and strength measured?
8. What two kinds of power has God given us to build with? Who is the architect?
9. Why are grave mistakes made by the youth?
10. What appeal is made to students?

*Part II: "School Management and Methods"***CHAPTER X**

1. Look carefully through the outline on page 92.
2. Read the chapter through.
3. What effect had the reading of this chapter on your previous ideas of governing power?
4. Do you feel that you have the gift of educative governing?
5. What are you doing to cultivate this gift?

CHAPTER XI

1. Proceed with this chapter as you did with Chapter X.
2. Do you gain a clear idea of an educative motive? Of an educative incentive?
3. What motives of an educative type do you employ in your teaching? What incentives?
4. What attention do you give to the three highest motives?
5. Answer the questions on page 145, paragraph 11.

CHAPTER XII

1. Proceed as you did with Chapter X.
2. Read in "Education" the second paragraph on page 287, and the three full paragraphs on page 290.
3. Define "regulation." Is it a negative or a positive term?
4. In what way has this chapter en-

lightened you on educative regulations?

5. Consider each regulation in your school in the light of the principles brought out in this chapter.

6. Answer the questions on page 146, paragraph 12.

CHAPTER XIII

1. What is the difference between enforcing rules and developing self-government?
2. Why is quietude essential to effective work in the schoolroom?
3. What new ideas on securing quiet have you gained from this chapter?
4. What is the greatest incentive to regularity?
5. Give some reasons why the habit of promptitude is of great value in practical life; the habit of propriety.
6. Answer the questions on page 146, paragraph 13.

CHAPTER XIV

1. Does the phrase "educative suffering" throw any light on your view of punishment?
2. Have you found it necessary to punish any pupil this year?
3. If so, test your method by the five principles given in this chapter, one at a time.
4. What faults and what virtues in your manner of giving reproof have you been able to discover?
5. To what extent have you employed privation or suspension to effect reform?
6. What is a "hurtful school punishment"?
7. Answer the questions on page 146, paragraph 14.

JANUARY*Part I: "Counsels to Teachers"***Christian Teacher's Needs**

1. Give at least three reasons why the teacher should not enter upon his work without careful and thorough preparation.
2. What two qualifications are indispensable?
3. What third one must be added before he is prepared for his work?
4. Show the teacher's relation to the purpose of education.
5. By what two means may the teacher obtain spiritual fitness for his work?
6. How should he deal with students? With their studies?
7. What traits unfit a man or woman for teaching?

8. What traits must be cultivated? How?
9. In what ways may the teacher increase his talent?
10. What appeal ought teachers to heed?

Necessity of Doing Our Best

1. How do the nobler powers of mind become dwarfed?
2. In what two pursuits would God have his children make progress?
3. How may spiritual progress be made?
4. Note in detail how to cultivate the right use of the gift of speech.
5. What was Christ's method?
6. How should the gift of speech be used in prayer? In witnessing for Christ?
7. In what practical ways should the voice be consecrated?

Deeper Consecration

1. What are the teachers in our schools especially to cultivate? To avoid?
2. Show how the element of simplicity should characterize their work.
3. How are the teachings of health reform to enter into the work of the school?
4. What can the teacher learn from the husbandman?

Importance of Simplicity

1. How may the teacher make daily gain in aptitude to teach?
2. What art does he need to learn?
3. What lesson can we learn from the little girl's complaint?
4. By what twofold means are we to obtain a fitness for speaking?
5. Note particularly the conversation cited on the power of enthusiasm.
6. What test is being brought to bear on our people?
7. Study with care the caution given on the words and acts of responsible men in our schools.

The Great Teacher

1. What prompted the sending of the world's greatest Teacher?
2. What station in life did he choose?
3. How did he develop his talents and faculties?
4. What three things in Christ's teaching led the common people to hear him gladly?
5. How are they to be imitated in our instruction?

Christian Discipline

1. What is the most delicate work ever intrusted to mortals? Why?

2. Point out in detail (a) the student's part in school discipline, (b) the teacher's part.

3. What considerations should govern (a) public exposure of wrongdoing, (b) the expelling of students?

4. Why should prizes and rewards not be offered students?

5. What attitude should be taken toward form and ceremony?

The Dignity of Labor

1. What feeling toward manual labor prevails in the popular mind?

2. Are we as Christian teachers entirely free from this feeling?

3. What was the Lord's purpose for men (a) before the fall, (b) after the fall?

4. How has Satan perverted the rightful place of manual labor?

5. Note in detail (a) God's plan for Israel, (b) Christ's example of God's purpose in labor.

6. What is Christ's relation to human skill exercised in useful ways?

7. What is the right relation of business and Christianity?

8. What precious talent has been intrusted to men? For what purpose?

9. Contrast the results of idleness and of contented industry.

Words of Counsel

1. What is God's order of physical exercise?

2. Through what means does Satan seek to counteract this plan?

3. What solemn words are spoken to teachers?

4. What part should physical labor have in the education of our youth?

5. Whose example indicates the standard for our youth?

Physical Labor for Students

1. To what dangers are students exposed in the popular plan of education?

2. What would largely remedy these conditions?

3. What serious mistake do some students make? At what cost?

4. What mistake do wealthy parents often make?

5. Show when riches are a curse; when poverty is a blessing.

6. Show that well-regulated labor should not be made dependent upon the need to earn.

7. Point out the true relation of phys-

TO THE COMMITTEE ON SCIENCE EQUIPMENT: —

Its entire report, for further study and completion.

TO THE COMMITTEE ON LIBRARIES: —

Its entire report, for further study and completion.

TO THE COMMITTEE ON COLLEGE STANDARDS (with suitable changes in its personnel) : —

1. To standardize the work of our ten-, twelve-, and fourteen-grade schools.
2. To consider the advisability of making certain adaptations of the work in the last one or two years of the fourteen-grade schools, with a view to rendering them suited to the needs of students who go from these schools directly into the work.
3. To standardize the work of the Correspondence School.

TO THE COMMITTEE ON BIBLE COURSES (with enlarged membership):—

Its entire report, for further study and completion.

TO THE COMMITTEE ON CERTIFICATION (with five added members):—

Its entire report, for further study and completion.

TEACHERS' READING COURSE

THIRD YEAR

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AUTHORIZED BY THE DEPARTMENT AT ITS FIFTEENTH
MEETING, HELD AT COLLEGE VIEW, NEBRASKA,
MARCH 8, 1911

FIRST PUBLISHED AS A SERIAL IN THE MAGAZINE
CHRISTIAN EDUCATION, VOLUME FIVE



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GENERAL CONFERENCE OF SEVENTH-DAY ADVENTISTS
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Teachers' Reading Course

Third Year

SEPTEMBER

Part I: Book, "Counsels to Teachers"

The Essential Knowledge

1. WHAT is the true higher education? How is it secured? What does it do for the possessor?

2. What does the gaining of such an education mean? What message does it constitute?

3. What leads men to seek forbidden knowledge? What is the nature of such knowledge? What motives prompt the seeking of it? Show how such knowledge becomes an instrument of death.

4. What two things are indispensable to success in education? Without these, what is the effect upon the student?

5. What kind of education is higher, broader, and deeper than human knowledge?

6. What is to be the chief study in our schools? What are the reasons for this?

7. What else does a knowledge of the science of salvation bring?

Perils in Education.—1. Point out the perils in worldly education.

2. To what danger are Christian educators subject?

3. What makes true higher education of infinite value?

4. In what does all true educational work find its center? How should we not treat such a teacher?

5. How may the teacher obtain the higher preparation for his work?

6. How may we advance to higher excellence in education?

The First of Sciences

1. Compare the knowledge of true science with the knowledge Jesus came in person to impart.

2. How may the highest intellectual greatness be attained?

3. Note in detail what is implied in mastering the science of Christianity.

True Success in Education.—1. How is true success in education found?

2. What will lead students to turn from low aims and frivolous pleasures?

3. What must not be crushed out in them, but rather given direction?

4. How may we learn cooperation with Christ?

5. Show how the cross of Christ is to be the theme of the teacher's work.

6. What is the goal to be reached, and the passport to be secured?

The Teacher of Truth the Only Safe Educator

1. Make a comparison of the two classes of educators in the world.

2. Give the reason why Christ would cleanse the schools of today as he did the temple of old.

3. How have men prostituted their intellectual gifts?

4. In what way does Satan ply his deceptive arts in using such men?

5. Show how Satan has misrepresented God, and how alone the veil of darkness can be lifted.

A True Representation.—1. For what sole purpose did Jesus come to earth?

2. What might he have done in sciences, and why did he not do it? (See also pages 34, 35.)

3. What impression was made upon Moses when he got a glimpse of God's true character?

4. What is our only safe course?

5. What is the teacher's most essential qualification?

Unselfish Service the Law of Heaven

1. Draw a contrast between the law of Heaven and the law of Satan. (Pages 32, 33.)

2. What experimental knowledge are teachers and students to gain? (Pages 36-38.)

3. When only is knowledge a power for good?

Our Children and Youth Demand Our Care

1. Show why our children and youth demand our care.

2. What does God require of the church?

3. Why should a liberal education be provided?

4. For what educational results are we held responsible?

5. What objection is made by an indifferent church?

6. How may this objection be met?

7. For what reasons should a generous fund be raised for the advancement of educational work?

8. What is the highest class of education?

9. What is the educational responsibility of the church for the youth?

10. How should our college youth be treated?

11. How ought we to relate ourselves to Satan's purpose?

12. What is the teacher's responsibility? his opportunities?

Part II: Book, "School Management and Methods"

CHAPTER I

1. WHAT are the four "Better Educational Conditions" discussed in these chapters? What is the purpose of their discussion?

2. Give an illustration, either from your experience or from observation, how an ideal means progress.

3. Name some "Educational Influences" which the school utilizes. What should you add that is not suggested by the author?

4. For whom does the entire school exist? Show how one of the following may or may not exist for pupil improvement: course of study, schoolhouse, school appliances, teacher, school discipline.

5. What is the law of unity in school work?

6. Describe the evolution of our church-schools. Have their lines of progress ever been zigzag? What is your idea of their "golden age"?

7. What scriptures show that people who continually look backward retrograde? For what purpose should the past be kept in mind?

8. When Christ is recognized as the Master Teacher, what becomes of the "vital factor" in education?

9. How do higher teacher ideals lead to pupil improvement? how do better school helps? better school organization? educative school government? an up-to-date school program? better schoolhouses and school grounds?

10. How can you help a pupil to form

a high ideal? What ideal are we to reach? Note 1.

11. Answer the questions on page 53, paragraph 1.

CHAPTER II

1. How is the teacher a worker with God?

2. How is self-knowledge a key to acquaintance with the pupil? What is meant by the "springs of action" and the "laws of growth" of the pupil?

3. Why is it necessary for the teacher to have a knowledge of the child physically? intellectually? spiritually?

4. What teachers first led the way in real child study? Why did Jesus say, "Suffer the little children to come unto me"? Note 2.

5. Is the author's reference to the resemblance between the earliest race development and child development in harmony with the Divine Record? Note 3.

6. During this year associate yourself if possible with some child under two years of age, and observe its growth—physically, intellectually, and spiritually. How does it gain physical strength? How does it learn to do things? Note the results of its power to observe, on mental growth. How does it learn to distinguish between right and wrong? What is the best way to get it to choose the right?

7. What are the six stages of growth based upon age? What ages cover each period? What are their characteristics?

8. How can the teacher lead the pupil to form the best hygienic habits? What should the teacher do to prevent or to remedy defective vision? Hearing?

9. What is the relation of Child Study to Psychology? Name some schoolroom problems in which Child Study is fundamental. Show how in each case. How does Child Study compare with the science laboratory?

10. Answer the questions in paragraph 2, page 53.

CHAPTER III

1. Why is pupil improvement so dependent on teacher improvement?

2. Does the making of teaching a *profession* have any bearing upon the improvement of the teacher? What? Why?

3. Name five conditions essential to a teacher's improvement.

4. Why can a Christian teacher afford to work on a smaller salary than a worldly teacher? How does the teacher's salary affect his improvement? What op-

¹ By Joseph Baldwin. Published by D. Appleton & Co., New York. Price, \$1.50.

opportunities are there for specialization in our school work? What is there "desirable" and "inviting" about church-school work that demands the enlistment of "the most gifted" teacher?

5. What cultural standard has our Educational Department adopted for the teachers of its various classes of schools? See Educational Bulletin No. 10.

6. Why is it right to require professional training of a teacher before admitting him to the desk?

7. How should the consecrated and the progressive spirit of a Christian teacher compare with those of a worldly teacher?

8. Answer the questions in paragraph 3, page 53.

Notes

1. Read the last paragraph on page 18 in "Education."

2. Jesus understands the human being in all its phases as no other person ever can, for he created us. He knows the needs, physical, intellectual, and spiritual, of every one, and the very best way of meeting those needs. He sees in each one the evil tendencies, the failings, the defects; but he also sees and feels the longings to overcome, the struggles after the higher life. And that trace of the image of God in which man was created, he best knows how to bring to perfection. He knows "what is in man." If we ever understand this greatest of all sciences, we must follow his example of coming into personal sympathetic touch with the inner lives of our pupils; we must ourselves drink daily at the well of salvation.

3. Read the second paragraph on page 20 in "Education."

OCTOBER

Part I: "Counsels to Teachers"

The Primal Object of Education

1. What misconception of the true purpose of education commonly prevails?

2. What should rather be our aim?

3. Show how Christ was our one perfect pattern in this respect.

4. What conditions prevail in the school of Christ?

5. Show how the Bible is without a rival as an educator.

6. Show how lessons from nature supplement the teachings of the Bible.

7. What is the object for which Christian education is preparing?

The Heavenly Pattern

1. Point out the respects in which the educational advantages offered in our schools are to differ from those of the secular schools.

2. How may agricultural and mechanical work bear the heavenly impress?

3. What example of perfect character has been given us?

Character Building

1. What parable on character building did Jesus give us?

2. Outline the character building to be done by parents and teachers.

Teachers and Teaching

1. Compare the two kinds of education in the world.

2. Which kind shall be given in our schools?

3. What fitness for this kind are teachers to have?

4. How may men become truly wise?

5. How is the highest standard of manhood attained?

6. With what standard only must the teacher be satisfied?

7. How may the teacher succeed in winning souls?

8. In what ways ought needy students to be helped to obtain an education?

9. What qualifications should a teacher specially seek to cultivate?

The Right Education

1. (a) What kind of work is dealing with youthful minds said to be? (b) Why should the manner of instruction be varied? (c) What qualifications are essential to teaching children properly? (See also page 77.)

2. Read Ps. 32: 8, 9; then (a) draw a contrast between the training of children and of dumb animals, (b) point out the bad results of training children like animals, and (c) tell what should have special attention, and why.

3. (a) Trace carefully the causes of instability in youth. (b) Note the wrong and the right kinds of discipline. (Pages 75, 76.)

Confinement at School.—1. What are the dangers of too close confinement?

2. What ignorance and what harmful practises sow the seed of disease and death in children? (Pages 78, 79.)

3. Outline an ideal plan that will reduce the dangers of too much confinement for children.

4. What emphasizes the importance of

forming right habits and disposition in youth?

Physical Degeneracy.—1. What rich endowment did man receive from his Creator?

2. Trace the causes that have contributed to the weakening of these vital forces. (Pages 81, 82.)

3. What responsibility does faulty education bear?

4. Show how life in the open air and the regulation of employment and amusement may conserve and restore physical and mental vigor.

5. What should be the first study of the young?

6. What are the results of overapplication?

7. What should be the main burden of parents and teachers?

8. Mention prominent characteristics of the present age.

9. Where, then, should emphasis be laid in the education of children?

Our College

1. (a) To what danger was our first college subject? (b) What was God's purpose for that college? (c) What tended to thwart that purpose? (d) What should be kept in the foreground?

Education for the Ministry.—1. What was the primary object of our first college? (b) What hindered the satisfactory fulfillment of that object?

2. On what broad foundation must the college work be kept?

3. (a) Show what is meant by a "more comprehensive education." (b) What practical work should it include? Why?

4. (a) Show that this college was to be primarily for the denomination. (b) What was to be its distinctive feature?

5. What conditions in this age confirm the need of such a college?

The Teacher's and the Parent's Part.—

1. Point out the faults and responsibilities of the college teacher. (Pages 90, 93.)

2. What is to be the parent's part?

3. What special message has been repeatedly sent? Why?

College Standards.—1. Should the desire for popularity be allowed to affect the college standard?

2. What is the true test of college prosperity? of church prosperity? Why?

3. What is to be the college teacher's personal standard? Why?

4. What is the prize at stake in our college work?

5. What purpose should supplement that of the student's salvation?

6. Why should patience and sympathy be exercised toward inexperienced youth?

Department of Students

1. (a) What living motto should be the college student's standard?—"Stand Up for Jesus." (b) What view of religion will this correct?

2. (a) How will faithful students support the teacher? (b) How do angels of heaven regard even one such student?

3. How much depends largely upon Christian youth?

4. (a) With what has God endowed the youth? (b) What does he claim in return?

5. How is the student's own character affected by loyalty to school regulations?

Student Associations.—1. What should students not allow while at school?

2. What kind of standard should they scorn?

3. (a) What should guide the teacher in dealing with students? (b) On what special matter should firmness and vigilance be exercised? (c) What straight testimony is borne on this question?

4. What does God call upon young men and women to do?

5. What is an important part of education?

6. What appeal is made to teachers on this point? to students?

7. What are the precious privileges of the faithful teacher?

Part II: "School Management and Methods"

CHAPTER IV

1. WHY is the successful management of a school so dependent on school hygiene? What relation do proper hygienic conditions bear to the spiritual development of the pupil? How may the teacher improve the hygienic conditions of the home?

2. Why is recreation necessary during the school session? What kind of recreation is most valuable? Why is it necessary for teachers to supervise the recess period? Of what value is systematic physical culture? What principles has God given his people on the subject of recreation? Note 4.

3. That proper schoolroom ventilation may be possible, how much air space

3. What two books have been dedicated to sanitarium and medical work?
4. What blessings will attend their sale?

A Missionary Education

1. What will bring success in Christian missionary work?
2. How will missionary work increase as the coming of Christ draws near?
3. How does the Lord bid us avoid following worldly plans in our schools?
4. What school was to be a sample of his plan?
5. Why should new schools not be patterned after our older ones?
6. What practical side of school work is most essential for missionaries?
7. What should be the teacher's relation to the local church?

Youth to Be Burden Bearers

1. What high calling comes to our youth?
2. In view of this calling, what course should they take?
3. What burdens are they to take up?
4. What Bible examples are given them?
5. What must be coupled with natural endowments to make them efficient?
6. What elements are essential in a successful worker?
7. What course has resulted in injury to our young men and to the work?
8. What test for teachers is equally applicable to those about to enter the ministry?
9. In what danger are many teachers?

Literary Societies

1. As generally conducted, are literary societies helpful or injurious to our youth? Show why.
2. What conditions would make them a blessing?
3. What suitable character for the work of such societies is suggested?
4. How must the intellect as well as the heart be disciplined?

Student Missionary Work

1. What twofold work must be done for our students?
2. For what important part of their education should they be assured time?
3. In what lines may they work?
4. How may they employ the summer vacation?
5. How may they work during the school year?
6. What appeal is made to students?
7. Describe the experience at the Avondale school.

8. How may Sunday be employed in our schools?

9. What missionary work may be done in the school itself?

10. What part may our trained youth have in hastening the coming of Christ?

Part II: "School Management and Methods"

CHAPTER XXIV

1. Since there is a close relation between the elementary and the secondary school, this chapter should be read with care.
2. Try to get the true function of the secondary school clearly in mind. Note that while it does much to prepare youth for practical life, it is not within its province to train for special vocations. Note also the qualities it aims to bring out in young people.
3. The academy (our own type of high school) is not intended to imitate the college in its methods or aims, nor is it to be merely an advanced grammar school. The pupil is far enough along in years and experience to begin to see the necessity of adjusting himself to life's demands. He should be given principles of action that will guide him to success. The discipline of mind and the regulation of his temperamental tendencies will contribute to this end.
4. Go through carefully the entire scheme of organization and conduct developed in the rest of the chapter, noting in particular principles that apply equally to the elementary school.

CHAPTER XXV

1. College improvement wisely made must react favorably on the secondary and the elementary school. While the latter two should direct their energies primarily to their own problems in relation to the current life of the child or youth, it is worth much to have an advanced educational experience to look forward to and prepare for.
2. What relation between teacher and student doubles the value of college work?
3. How may the mistake of the antiquated college lecturer be committed, in principle, by the elementary teacher?
4. What strong stand on coeducation does the author take? What advantages on this point do you find in the elementary school?
5. In what ways does the modern university reach and affect the life of the people?

health is as great as to restore it to health. For further study see "School Hygiene" by Shaw; published by The Macmillan Company, New York.

6. "The system of education instituted at the beginning of the world, was to be a model for man throughout all after-time. As an illustration of its principles a model school was established in Eden. . . . The garden of Eden was the school-room, nature was the lesson book. . . . To Adam and Eve was committed the care of the garden, 'to dress it and to keep it.' . . . Useful occupation was appointed them as a blessing, to strengthen the body, to expand the mind, and to develop the character."—"Education," pages 20-22.

"Those with whom mental and physical well-being is of greater moment than money or the claims and customs of society, should seek for their children the benefit of nature's teaching, and recreation amidst her surroundings. It would be a great aid in educational work could every school be so situated as to afford the pupils land for cultivation, and access to the fields and woods."—*Id.*, pages 211, 212; also pages 219-222.

7. "Schools should be established, not such elaborate schools as those at Battle Creek and College View, but more simple schools with more humble buildings, and with teachers who will adopt the same plans that were followed in the schools of the prophets."—*Vol. VI*, page 139.

"In planning for the culture of plants, let the teacher seek to awaken an interest in beautifying the school grounds and the schoolroom. A double benefit will result. That which the pupils seek to beautify they will be unwilling to have marred or defaced. A refined state, a love of order, and a habit of caretaking will be encouraged; and the spirit of fellowship and cooperation developed will prove to the pupils a lifelong blessing."—"Education," pages 212, 213.

"In the higher as well as the lower schools these essentials to health are still too often neglected. . . . They [students] might have come from school with increased physical as well as mental strength, had they pursued their studies under proper conditions."—*Id.*, pages 207, 208.

8. "In the education of children and youth, fairy tales, myths, and fictitious stories are now given a large place. Books of this character are used in the schools, and they are to be found in

many homes. How can Christian parents permit their children to use books so filled with falsehood? When the children ask the meaning of stories so contrary to the teaching of their parents, the answer is that the stories are not true; but this does not do away with the evil results of their use. The ideas presented in these books mislead the children. They impart false views of life, and beguile and foster a desire for the unreal.

"The wide-spread use of such books at this time is one of the cunning devices of Satan. He is seeking to divert the minds of old and young from the great work of preparation for the things that are coming upon the earth. He means that our children and youth shall be swept away by the soul-destroying deceptions with which he is flooding the world. Therefore he seeks to divert their minds from the Word of God, and thus prevent them from gaining a knowledge of those truths that would be their safeguard."—*Vol. VIII*, pages 308, 309.

NOVEMBER

Part I: "Counsels to Teachers"

The Child's First School

1. (a) In what educational rank has the Lord placed the family? (b) What is the nature of its influences?
2. Mention some requisites to making the home school a success.
3. What key to educational results has Solomon given?
4. Outline what is meant by "the way he should go." (Pages 108, 109.)
5. What are children to be taught in "the church at home"? How? With what promised result?

Home Discipline.—1. What later conflicts are avoided by wise discipline at home?

2. In what exalted language is Christian home life pictured?
3. (a) For what reasons do many parents fail in child training? (b) What evil results follow?
4. How can parents make their children most truly happy?
5. Point out various successful ways of making home attractive?
6. How are unpromising children to be dealt with?
7. What principles regarding punishment should be carefully observed?
8. What bearing does right home training have upon school advantages?

3. How should you use a school library in your school?

4. Write a list of fifty books which you consider indispensable to a church-school library for the eight grades. Grade your list.

5. How do you think a church-school "faculty" would aid the educational work in your conference?

6. How could you raise funds for a church-school library?

7. Answer the questions on page 90, paragraph IX.

DECEMBER

Part I: "Counsels to Teachers"

Our Responsibility

1. How does the education of our children and youth compare with other church work? Why?

2. Point out the result of sleeping on guard in this matter.

3. Give reasons why other important lines of work cannot excuse us for neglecting to educate the young among us.

4. If rightly instructed now, what part will our children and youth take in the closing scenes of earth's history?

5. Show that spiritual and intellectual training are not to be separated in true education.

The Work for Our Children

1. What kind of schools should be conducted in all our churches?

2. Mention specific things that should be taught in them.

3. What does God want of every child, younger as well as older?

4. Point out essential qualifications of the teacher, both negative and positive.

5. (a) What special part is the Bible to have? Why? (b) The Holy Spirit? Why?

The Work of the Church-School

1. Why has the church a special work to do in educating its children?

2. What is the best way for families to provide Christian education for their children?

3. Show how the character of our church-school work may be of the "very highest order."

4. For what results may we look?

5. Why should children not be confined rigidly to grades?

6. Why is it imperative that the teacher have good physical qualifications?

Christ the Example and Teacher of Youth

1. In what particular ways was Jesus an example to the young?

2. Trace out in detail the exemplary methods and qualities of Christ's teaching.

The Bible Lesson

1. Why are Bible stories of so much importance in the child's education?

2. What aids should be used in the Bible lesson?

3. What does Bible teaching deserve from both parent and teacher?

4. How may the interest of the child be enlisted and sustained?

5. How may the victory of faith be obtained?

Teaching From Nature

1. What is next in importance to the Bible in education?

2. Trace out the reasons for this important assertion.

3. Of what value is the book of nature in teaching the heathen? in teaching others?

4. Make a list of important reasons why the cultivation of the soil should enter into the education of our children and youth.

5. What lessons may be learned from the swallow and the crane? From the ant?

Under Discipline to Christ

1. Enumerate vital reasons why every teacher should keep under discipline to Christ.

2. What object-lesson should stimulate teachers to "patient continuance in well-doing"?

3. What attractive field is open to the teacher?

4. In addition to right principles and correct habits, what indispensable qualifications should a teacher have?

5. What responsibility of learning does the teacher assume?

6. Point out serious dangers in the public schools. (See also the middle paragraphs on pages 204, 205.)

7. Upon what does the success of a church-school largely depend?

Intermediate Schools

1. Why are intermediate schools highly essential? Our colleges?

2. What three things are to be taught

in order to serve the "great aim in every intermediate school"? *Answer.*—The Word of God, the true dignity of labor, and the common branches. (See the second paragraph on page 203 and on page 210; also bottom of page 204.)

3. What part is every teacher to take in physical labor? (See also page 208, last full paragraph; page 211, first full paragraph.)

4. Who should study faithfully the purpose for which each of our schools is established?

5. Why is it "no longer safe" to send our children to the public school? (See also pages 205, 200.)

6. What kind of schools should take their place?

7. What emphasizes the necessity of establishing such schools?

Principles Given the Fernando School

1. What two key-words were given the Fernando school? *Answer.*—"Fundamentals" and "practical."

2. What valuable caution is given?

3. What should have greater influence upon patrons than a display of higher courses?

4. (a) What should a school substitute for promises? (b) On what should it keep silence? (c) What should it demonstrate?

5. What are the rewards of studying God's Word?

6. What, in addition to the study of God's Word, will accomplish a great work if well done?

7. (a) What great need is there of thorough training in the use of the English language? (b) Than what is it of more value?

8. Along what lines should the typical intermediate school be conducted?

9. What are those lines? (Read in "Patriarchs and Prophets" the chapter entitled "The Schools of the Prophets.")

10. How are students to climb the ladder of education? (See also page 215, first paragraph.)

11. How are teachers to relate themselves to the school work?

12. Why is it specially important that we have intermediate schools and academies?

School Standards

1. Name one fundamental thing that a new school should do before raising its grade of work.

2. What should be the great aim in every intermediate school?

3. On what sound pedagogical principles are teachers to work? (Read also "Simplicity in Teaching," pages 435-437.)

4. What standard should be kept up in every line of work?

5. What personal qualities must prevail in the teacher?

6. What counsel is given by One in authority?

7. What serious mistake is to be avoided by intermediate schools and academies?

8. What are their faculties to be left free to do?

9. What will not make our schools a power? What will?

10. What kind of man should act as principal?

11. On what condition may many students go directly into the work? In what capacity?

12. What principles should guide the teacher in his work?

Value of the Common Branches

1. What causes the final failure of not a few students, even those who have studied the higher branches?

2. What will make it unnecessary for students to "go back"?

3. What mistake have preparatory students been allowed to make? With what result?

4. By what means should students be classified on entering school?

5. Does the holding of a diploma necessarily excuse a student from examination?

6. What principle should guide teachers in classifying students?

7. How should it be ascertained "what they most need"?

8. What attainment cannot be too strongly emphasized? For what reason?

9. Where and how should voice culture be taught?

10. What will give knowledge a wonderful power?

11. What attitude should be assumed toward drill in the common branches?

12. What motive should stimulate teacher and student to their highest effort?

13. Of what four things have teachers not recognized the value?

14. What wrong is often committed?

15. What important knowledge stands on a par with that of grammar?

16. What excellent counsel is given to every student?

17. What warning does not apply to young boys and girls? Why?

The Influence of Association

1. What three things determine the present usefulness and the future destiny of young people?
2. How are youth affected by the influences that prevail in many schools and colleges?
3. What matter should students consider seriously?
4. Show how the company one keeps is an index to his character.
5. How only may students safeguard themselves against evil?
6. Of what two things does strength of character consist?
7. How are real greatness and strength measured?
8. What two kinds of power has God given us to build with? Who is the architect?
9. Why are grave mistakes made by the youth?
10. What appeal is made to students?

Part II: "School Management and Methods"

CHAPTER X

1. Look carefully through the outline on page 92.
2. Read the chapter through.
3. What effect had the reading of this chapter on your previous ideas of governing power?
4. Do you feel that you have the gift of educative governing?
5. What are you doing to cultivate this gift?

CHAPTER XI

1. Proceed with this chapter as you did with Chapter X.
2. Do you gain a clear idea of an educative motive? Of an educative incentive?
3. What motives of an educative type do you employ in your teaching? What incentives?
4. What attention do you give to the three highest motives?
5. Answer the questions on page 145, paragraph 11.

CHAPTER XII

1. Proceed as you did with Chapter X.
2. Read in "Education" the second paragraph on page 287, and the three full paragraphs on page 290.
3. Define "regulation." Is it a negative or a positive term?
4. In what way has this chapter en-

lightened you on educative regulations?

5. Consider each regulation in your school in the light of the principles brought out in this chapter.

6. Answer the questions on page 146, paragraph 12.

CHAPTER XIII

1. What is the difference between enforcing rules and developing self-government?
2. Why is quietude essential to effective work in the schoolroom?
3. What new ideas on securing quiet have you gained from this chapter?
4. What is the greatest incentive to regularity?
5. Give some reasons why the habit of promptitude is of great value in practical life; the habit of propriety.
6. Answer the questions on page 146, paragraph 13.

CHAPTER XIV

1. Does the phrase "educative suffering" throw any light on your view of punishment?
2. Have you found it necessary to punish any pupil this year?
3. If so, test your method by the five principles given in this chapter, one at a time.
4. What faults and what virtues in your manner of giving reproof have you been able to discover?
5. To what extent have you employed privation or suspension to effect reform?
6. What is a "hurtful school punishment"?
7. Answer the questions on page 146, paragraph 14.

JANUARY

Part I: "Counsels to Teachers"

Christian Teacher's Needs

1. Give at least three reasons why the teacher should not enter upon his work without careful and thorough preparation.
2. What two qualifications are indispensable?
3. What third one must be added before he is prepared for his work?
4. Show the teacher's relation to the purpose of education.
5. By what two means may the teacher obtain spiritual fitness for his work?
6. How should he deal with students? With their studies?
7. What traits unfit a man or woman for teaching?

8. What traits must be cultivated? How?

9. In what ways may the teacher increase his talent?

10. What appeal ought teachers to heed?

Necessity of Doing Our Best

1. How do the nobler powers of mind become dwarfed?

2. In what two pursuits would God have his children make progress?

3. How may spiritual progress be made?

4. Note in detail how to cultivate the right use of the gift of speech.

5. What was Christ's method?

6. How should the gift of speech be used in prayer? In witnessing for Christ?

7. In what practical ways should the voice be consecrated?

Deeper Consecration

1. What are the teachers in our schools especially to cultivate? To avoid?

2. Show how the element of simplicity should characterize their work.

3. How are the teachings of health reform to enter into the work of the school?

4. What can the teacher learn from the husbandman?

Importance of Simplicity

1. How may the teacher make daily gain in aptitude to teach?

2. What art does he need to learn?

3. What lesson can we learn from the little girl's complaint?

4. By what twofold means are we to obtain a fitness for speaking?

5. Note particularly the conversation cited on the power of enthusiasm.

6. What test is being brought to bear on our people?

7. Study with care the caution given on the words and acts of responsible men in our schools.

The Great Teacher

1. What prompted the sending of the world's greatest Teacher?

2. What station in life did he choose?

3. How did he develop his talents and faculties?

4. What three things in Christ's teaching led the common people to hear him gladly?

5. How are they to be imitated in our instruction?

Christian Discipline

1. What is the most delicate work ever intrusted to mortals? Why?

2. Point out in detail (a) the student's part in school discipline, (b) the teacher's part.

3. What considerations should govern (a) public exposure of wrongdoing, (b) the expelling of students?

4. Why should prizes and rewards not be offered students?

5. What attitude should be taken toward form and ceremony?

The Dignity of Labor

1. What feeling toward manual labor prevails in the popular mind?

2. Are we as Christian teachers entirely free from this feeling?

3. What was the Lord's purpose for men (a) before the fall, (b) after the fall?

4. How has Satan perverted the rightful place of manual labor?

5. Note in detail (a) God's plan for Israel, (b) Christ's example of God's purpose in labor.

6. What is Christ's relation to human skill exercised in useful ways?

7. What is the right relation of business and Christianity?

8. What precious talent has been intrusted to men? For what purpose?

9. Contrast the results of idleness and of contented industry.

Words of Counsel

1. What is God's order of physical exercise?

2. Through what means does Satan seek to counteract this plan?

3. What solemn words are spoken to teachers?

4. What part should physical labor have in the education of our youth?

5. Whose example indicates the standard for our youth?

Physical Labor for Students

1. To what dangers are students exposed in the popular plan of education?

2. What would largely remedy these conditions?

3. What serious mistake do some students make? At what cost?

4. What mistake do wealthy parents often make?

5. Show when riches are a curse; when poverty is a blessing.

6. Show that well-regulated labor should not be made dependent upon the need to earn.

7. Point out the true relation of phys-

ical labor to the cultivation of the intellect.

8. What provision for this balance should be made in the schools? (See also middle paragraph, page 289.)

9. What conditions make this provision imperative?

10. What excellent results will follow?

11. If either side of education is to be neglected, which should it be?

12. What lack in the education of girls makes unhappy families?

13. How should labor be equalized in society? With what good results?

14. What popular error needs correcting?

15. What practical work for girls may be elevated if rightly viewed?

16. How will mental labor in school be affected by sharing time with physical labor?

Part II: "School Management and Methods"

CHAPTER XV

1. Do not fail to catch the idea of true evolution: all that is good in the old is essentially retained in the new.

2. Study the application of this principle in class work. With all its advantages, class work is a failure without proper attention to the individual.

3. The class idea is carried to an extreme when a pupil does not have a daily share in the recitation, or when he is kept back or pushed forward unduly in order to keep him in the regular succession of classes or grades.

4. Draw off on a card, in abbreviated form, the six points on pupil hygiene, and keep it about your desk till each point is fixed in your practice, adding "Happy class control" as the seventh.

5. The author's scheme for classifying, especially in the rural school, is worthy of study.

6. Suggestion: When classifying pupils, always have it understood in any doubtful case, that your first assignment to a class is only tentative, that you want him where he can get the most benefit, and that you can decide that best after a little trial. It may save heartaches in some cases.

CHAPTER XVI

1. Note the opening sentence of the chapter. In the special instruction given for the conduct of our schools, we find

many principles in harmony with the best teaching experience of the race.

2. Think of yourself as a class leader rather than a hearer of recitation.

3. Underline three things on page 160: the practice of Arnold, the first sentence in paragraph 2, and the last sentence in paragraph 2; then double underline the first sentence of paragraph 3.

4. Are you the "one teacher in twenty" mentioned in paragraph 4?

5. Note this key to the effective drill: "A little truth gained is applied in many ways;" see also paragraph 6.

6. Select and mark the key sentence in the discussion (a) of each educative class method, (b) of each helpful class device.

CHAPTER XVII

1. What is the cardinal principle in school tactics? The extreme?

2. What is the practical value to pupils in learning to execute a call or dismissal in two minutes without confusion?

3. Study for fitness and simplicity in tactics, and minimize the artificial.

CHAPTER XVIII

1. Distinguish between learning and development.

2. Give a true definition of oral work; of book work.

3. Why should oral work tend to decrease and book work increase as the pupil advances?

4. Note carefully the proportion of oral work in the various elementary subjects. How does it agree with your practice?

5. Who was the greatest oral teacher?

6. What type of teaching marks the master? **NOTE.**—That teacher who can leave his book at home and conduct successful class work on the topic of the day, is master of the situation, be it in day school or in Sabbath school.

7. Books are a necessity in teaching. In what ways does the master show his hand in book teaching?

CHAPTER XIX

1. Instead of using prizes, honor rolls, or other external inducements, how will the good teacher get the desired results? How does this accord with your practice?

2. Study with open mind the author's discussion of per cent marking and record keeping. What is your conclusion?

3. What is the true basis for promotion and demotion of pupils?

FEBRUARY

*Part I: "Counsels to Teachers"***Health and Efficiency**

1. To what important matters does health bear a close relation?
2. Point out ways and means of teaching the youth health principles.
3. Why is the education of many youth a failure?
4. How are students to be safeguarded against overstudy?
5. What bearing has voice culture on health? On life itself?
6. What errors in diet impair the health?
7. What attention should be given to sanitation? To the regulation of room temperature?
8. What science should students learn before talking of higher education?
9. Show the importance of the teacher's maintaining a good physical condition.
10. Enumerate (a) some principles of healthful dress, (b) some evils of improper dress.

Practical Training

1. In the Jewish economy, how was manual labor made a part of the gospel plan?
2. To what extent do the same principles apply to modern education?
3. What is the most beneficial kind of exercise? What is not essential?
4. What is the example and the teaching of Christ?
5. Outline in detail the plan and benefits of carrying on schools outside the cities.
6. Show that skill in the common arts is a gift from God.
7. What are teachers urged to do?
8. How shall we answer the question, "Can industrial work in our schools be made to pay?"
9. How should drawbacks and perplexities be met?

Recreation

1. Study how God would have his people represent him in the world, and how they can work out his purpose.
2. What is the attitude of the world toward professed Christians? Of God and the angels? Of Christ the Saviour?
3. What special snare in the world do the young encounter?

4. On what artful policy does Satan seek to entrap them?
5. What dangerous idea prevails in the training of youth today?
6. Why are not professed Christians a greater help to our youth?
7. What special test will be brought to bear upon young Sabbath keepers?
8. Point out the only safe course for them to pursue.
9. Draw up a set of right principles for school youth as developed on pages 331-335.

Social Gatherings

1. Contrast typical Christian and worldly gatherings for diversion.
2. What kind of gatherings for social intercourse may be highly profitable?
3. Describe a type of social gathering which is a disgrace to Christians.
4. What class of Christians are attracted to "Satan's banquet"?
5. What attitude will true Bible Christians assume toward social vanities?
6. Why are "holidays unto God" especially timely?
7. What kind of pleasure parties cannot be recommended?
8. How are young men handicapped for life by being drawn into gatherings for amusement?
9. What confusion do such gatherings make?
10. Show (a) that recreation is needful, (b) how it may be properly taken.

Danger in Amusements

1. Relate an experience with improper amusements at the Avondale school, and the solemn words spoken by One in authority.
2. Illustrate the consequence of one departure from the right, (a) in the camp of ancient Israel, (b) in the school just mentioned.
3. Show how the use of the Bible as our counselor will keep us in right paths.

Part II: "School Management and Methods"

CHAPTER XX

1. Consider the aim of the teaching art: "Growth through guided self-effort." Growth implies pupil effort — spontaneous or responsive. If spontaneous, and in the right direction, it needs no guidance. If responsive, it follows the direction in which the interest is drawn or in which

the stimulus impels. In the activities of the ordinary child, in the ordinary school-room, what ratio between spontaneous and responsive effort should you work for?

2. What stages of pupil growth are indicated by the ranking of schools? Is there any difference in the *importance* of the work in one stage over that of another? How do you estimate your position and work in comparison with that of a college president?

3. Study the "Five Necessary Coordinate Groups of Studies," by Dr. Harris, till you grasp clearly their philosophic basis, covering the whole range of human knowledge and providing for the development of the whole mind.

4. Read from page 208 to the end of the first paragraph on page 211, omitting the references in brackets, in order to obtain a good general idea of the author's practical grouping of subjects; then pass to Chapter XXVI for an amplification of the first, or "Conduct Group of Studies."

CHAPTER XXVI

1. Observe that in arranging the philosophic grouping into practical groups, the author places the Conduct Group *first*. This harmonizes with the aim of Christian education—to make character building of first importance.

2. Observe also that to the previous grouping of conduct studies, bearing upon the development of the whole *mind*, Dr. Baldwin here adds "practical religion," to make the Conduct group bear upon the culture of the whole *heart* as well as of the mind.

3. Give this chapter careful study with a view to forming a definite opinion, (a) on the value of coordinating and correlating conduct teaching with all the subjects of this group in the daily curriculum, in addition to the "special conduct lessons" recommended on page 304, section 3; (b) on the value of having the subjects of the Conduct Group appear less often in the week, but extend over the period of years included in each school stage.

4. What subject of prime importance in our course of study might be classified as a "special conduct" study?

5. What does the author call "the greatest thing in education"? The " noblest work of God "?

CHAPTER XXVII

1. Read again the diagram and paragraphs on the Language Literature Group on page 209.

2. In reading this chapter what new view do you get of the relation of the four English units in the diagram, (a) as one organic group of studies; (b) as demanding proportionate attention to each when any one is specially taught; (c) as requiring unification through one directing mind or through close cooperation of more than one?

3. To what only does Dr. Baldwin hold the teaching of how and what to read and the developing of a taste for the best literature, secondary in importance? Have you been accustomed to regard it in this way?

4. What new ideas did you gain in this chapter on methods of teaching the subjects of this group? Note them down for future use.

5. Determine that you will read a good manual or two on reading and language teaching. Do you think manuals specially adapted to our own school work would be of superior value? If so, write the Educational Department about it.

MARCH

Part I: "Counsels to Teachers"

Need of the Holy Spirit

1. WHAT are the results of Bible study with the aid of the Holy Spirit?

2. How have many teachers done despite to the Messenger of God?

3. What has worked against the influence of the Holy Spirit?

4. Of what is there need among teachers?

5. What prayer ought we to pray earnestly?

6. Of what assurance should we lay hold?

7. Show the relation of the Holy Spirit to the use of our faculties and talents?

8. How should God's Messenger be treated when he visits the schoolroom?

9. How ought men to cooperate with the Holy Spirit to attain God's ideal for them?

10. What unholy influences and practices must be avoided? What spirit inspires them?

Working of the Holy Spirit

1. How does the Spirit work for students at times?

2. What should we expect of the Holy Watcher? Why?

3. What kind of festivals should be kept in our schools and churches?

4. To what danger are our teachers exposed?

5. What will save them from this danger?

6. What counsel is given on attending worldly schools?

7. What will develop the great possibilities of the human understanding?

The False and the True

1. What is making thousands of skeptics?

2. Why is skepticism attractive to youth?

3. What effect does it have on young minds?

4. In what does true greatness consist?

5. Point out the nature and source of infidel writings.

6. What mistaken idea of preparing for Christian work do some have?

7. What kind of history study is commended?

8. What is to be condemned in the study of history and theology?

9. Point out the dangers in the study of Greek and Latin as ordinarily pursued.

10. How may necessary knowledge of these languages be gained?

11. What relation should their study bear to more practical subjects?

12. What is the only education worthy the name?

13. Point out the evils of reading fiction.

14. What is the only safe rule for the lover of fiction?

15. Show how the reading of myths and fairy tales by children and youth is productive of evil.

16. What standards did Christ's teaching set before us?

17. What is the test of true knowledge?

The Knowledge That Endures

1. What words of caution are for teachers?

2. What classes of books does the Lord require teachers to put away? Why?

3. Mention two things whose relative importance should be emphasized (bottom of page 390).

4. In what would a better understanding of the teachings and methods of Christ result?

5. What kind of studying serves no useful end?

6. What preparation for service is often nothing more than a farce?

7. How is money well-nigh wasted in obtaining an education?

8. What kind of education is a fraud?

9. What is the real essence of education?

The Higher Possible Development

1. What wrong impression of the instruction given us on education must be guarded against?

2. What intellectual discipline do many college students need?

3. What high standard of effort is to be maintained?

4. What is the grandest study for human intelligence?

5. What positive caution is given against letting down the standard of education?

6. Show how and why the natural and the spiritual should be combined.

7. Point out the excellent results that follow the making of the Bible our guide and counselor.

8. In what specific ways should ministers, physicians, and teachers cooperate with Christ?

Warnings to Teachers and Students

1. What warning has been repeatedly given to Seventh-day Adventists?

2. What counsel is given by One in authority against infidel authors?

3. In what sense are students to climb higher than the standard set by the world?

4. What lowers the standard of education in our schools?

5. How are teachers to keep their instruction of the highest and best quality?

A Speedy Preparation for the Work

1. How should the education of our young men and women be equalized?

2. What is the result of pursuing knowledge merely for its own sake?

3. Point out the danger of intemperance in study.

4. How does the Lord estimate laborers?

5. What lessons may we learn from the education of Moses?

6. What is the most important lesson to learn?

7. On whose guidance must the student depend in his education? From what errors will it save him?

8. What solemn fact has an important bearing upon length of preparation for the work?

9. What ambition unfits students for soul-winning work?

10. Is education to be depreciated? What is the danger?

11. How long shall we need schools?
12. What personal experience of Moses would be valuable to many?
13. How is the Great Teacher represented among us?
14. What tender but urgent call to service is continually sounded?

Part II: "School Management and Methods"

CHAPTER XXVIII

1. Review the diagram and comments on the "Science Group of Studies" on pages 209, 210.
2. Note carefully the groundwork of the sciences which is laid in the elementary schools, and how it is built upon in the higher grades. This will help you to gain a clear perspective in this line of teaching.
3. Make an effort to secure the use of a teachers' manual on each of the subjects treated in this chapter. If you do no more than look them through, it will be worth while for its inspirational and suggestive value. Those mentioned here are good, but not the latest. A good library or schoolbook catalogue will help you to find the best.

CHAPTER XXIX

1. Review the diagram and comments on the "Mathematics Group of Studies" on page 210.
2. Do in this chapter as directed in paragraphs 2 and 3 in Chapter XXVIII above.

CHAPTER XXX

1. Review the diagram and comments on the "Art Group of Studies" on pages 210, 211.
2. Note the underlying purpose of teaching the school arts—to lead pupils to *create* as well as to appreciate. The tendency of school work is to become abstract, to exercise the faculties in grasping truth or mind knowledge. The school arts tend to develop ability to *do*, to take the initiative, to construct—qualities of immense practical value.
3. Observe the part that rightly directed home work may have in physical culture.
4. Compare these two statements: —
"Educators are coming to agree that while nothing is lost, the gain from the art studies in our schools is immense."
— *Page 354*.

"In following this plan [daily, systematic labor as a part of education], the students will realize elasticity of spirit and vigor of thought, and in a given time can accomplish more mental labor than they could by study alone." — *Vol. VI, page 180*.

5. In which class of teachers do you belong? (See page 315.) What is your aspiration in this regard?

6. The author's discussion of demands and methods on pages 356-370 is very richly suggestive and inspirational. After reading it attentively, answer questions 31-37 found on page 385.

APRIL

Part I: "Counsels to Teachers"

The Bible in Education

1. Show why the Bible is of the highest value in education.
2. In what school was it the essential study? In what is it without a rival?
3. For what is the Bible an essential preparation?
4. To realize benefit from Bible study, how must it be carried on?
5. What is the nature of man's reasoning? When is it of value?
6. What kind of study and what class of books are an injury to students?
7. What causes opposition to the Bible?
8. Why is skepticism so dangerous to young minds?
9. What is the true relation of Bible and science?
10. What kind of books should be used in the study of science?
11. Under what condition may the intellect be studiously cultivated?
12. What is the highest educating book in the world?
13. Point out the value of its history.
14. Give the testimony of Moses on the Word of God.
15. What is the value of the Bible as an educating power in literature? As a textbook of moral power?

The Bible Teacher

1. Mention some qualifications for Bible teaching.
2. Give reasons why the Bible teaching should not be confined to one man for a long period.
3. Point out effective ways of teaching God's Word.
4. What experience should Bible students early gain?

5. Show how simplicity in teaching should be observed.

Failure to Study God's Word

1. What essentials are clearly presented in the Scriptures?
2. What was the character of Christ's words?
3. How have human teachers turned aside from vital teaching?
4. In what does failure to study God's Word result?
5. Will thorough study of the Bible lower or narrow the study of science?
6. Show why our youth are easily led into temptation.
7. What should be weeded from their study?
8. What gave John the Baptist power in his work?
9. Point out some practical results of Bible study.
10. Study the advantages of giving the Word and works of God a large place in the instruction given in our schools.
11. What impressive representation is given on this point?
12. Tell why and how we should study the Bible for ourselves.

Medical Missionaries

1. What important work is linked with preaching in Christ's commission to his disciples?
2. How long is this commission to apply?
3. Of what is disease the result?
4. What two remedies, then, are included in the restoring work of the gospel?
5. What two classes of workers should be united in labor?
6. What kind of work may be done by those with limited preparation?
7. In what ways may efficiency be developed?
8. What kind of workers were to be developed at Loma Linda?
9. What is the nature of the physician's work?
10. What qualifications should the physician have?

The Medical Student

1. What earnest counsel is given to medical students?
2. What dangers are encountered in the medical profession?
3. What school plans of our own are intended to save our youth from the perils of worldly medical schools?

4. What standards should be maintained at our medical college?

5. Show the importance of Bible study for the medical student.

6. What elements of spiritual growth are to be constantly cultivated by the medical student?

Part II: "School Management and Methods"

CHAPTER XX (Pages 211-217)

1. Make a special study of the suggestive program course of study for elementary schools, with the explanations following.
2. Try working out a program on a similar plan for the church school. Send in the final result of your effort to the Department of Education.
3. Do not neglect to examine the courses of study for the secondary school; it will help impress and define the next educational step your pupils will take.

CHAPTER XXI

1. What makes the improvement of rural schools of great importance?
2. It is of interest and significance to note that the author's strong interest in the uplift of rural education, finds a present parallel in that of the incumbent United States Commissioner of Education, who is working vigorously and effectually to promote the efficiency of country schools.
3. Compare Dr. Baldwin's sympathetic presentation of the advantages of location the country school may enjoy, with the instruction given on the location of our own schools; then add to that the great additional advantage, not mentioned here, of moral security and contact with the handiwork of the Creator.
4. In studying the topics developed in this chapter, keep in mind as a parallel the corresponding problems of the church school, and try to fix upon definite points on which you can make improvement. If you are teaching in an ungraded school, work out a course of study and a program on lines similar to those given by the author. If you develop something that seems specially good, send it in to the Department of Education.

CHAPTER XXII

1. Be sure to discover "the divine key to child nature."
2. Dr. Baldwin's prophecy that "by 1916 the kindergarten will have become coextensive with the primary school."

stands in a fair way to be realized. In the summer of 1913, the United States Commissioner of Education said before the National Education Association, "I believe that the kindergarten should be adopted as an integral part of our system of education."

3. Note on page 243 the author's idea of what preparation should be made by the kindergarten teacher. On this point United States Commissioner Claxton says: "We must not suppose that because the children are small, teachers do not need a high degree of education. Women of the best education and training must be elected for teachers of the kindergarten classes."

4. What does the author have to say on the same point in reference to primary teachers? (Page 246, par. 3.) What on the Reading Course? (Par. 4.)

5. How may efficiency be aided in the primary grades? (Page 251.)

CHAPTER XXIII

1. Take particular note of the distinctions between primary and intermediate work, as based upon well-defined stages of child growth. Observe that this author uses the term "intermediate" to cover grades five to eight inclusive.

2. What is the key to efficiency and progress in the ideal intermediate school?

3. Amplify the meaning of the assertion that "ideal school buildings must be built around ideal schools." Apply the principle to the various schoolrooms.

4. Toward what goal should school government work? Through what means?

5. What principle of selection should prevail in developing the course of study?

6. How should the work of the intermediate school be extended into the home?

7. Summarize the benefit of specialization in the intermediate school.

MAY

Part I: "Counsels to Teachers"

Fitting for Service

1. WHAT is the true object of education?

2. What class of schools are to be strengthened year by year?

3. What class of laborers will they prepare?

4. What kinds of gospel work are emphasized?

5. In what respects was Christ's labor for humanity an example for us?

6. What cautions are given on undue amount of book study?

7. What qualities should appear in teachers? In students?

Gaining Efficiency

1. What need should first be felt by those who desire to enter the work?

2. What counsel is given on ministerial and Bible work?

3. How are young men lost to the cause?

4. How are religion and religious exercises to be made enjoyable?

5. What discouragements are teachers to bear manfully?

6. Give reasons for maintaining a high standard in the work of education.

7. How may efficiency be gained through service?

8. Show how God can use a man who has not had educational advantages.

9. What license may not be taken by the worker for God?

10. Why did Jesus choose uneducated fishermen as his disciples?

11. Is this a reason for speaking against education?

12. What privileges do our college students have?

Young Men as Missionaries

1. What should young men desiring to enter the work, first receive? Why?

2. Why were colleges established among us?

3. How many and what kind of young men are wanted?

4. What instruction is given on the learning of foreign languages?

5. How are the hard places to be filled?

6. How are young men to be prepared for responsibility?

7. What is the work of older men?

Schools and Sanitariums

1. Point out the advantages of having a school and a sanitarium near each other.

2. Why has God ordained that men be associated in his service?

3. What interferes with harmony in cooperation between school and sanitarium workers?

4. How can such a condition be avoided?

A Broader View

1. What broad view of the work should our responsible leaders take?

2. Describe the benefits that students will gain in earning scholarships by the sale of books.

3. What two books have been dedicated to sanitarium and medical work?
4. What blessings will attend their sale?

A Missionary Education

1. What will bring success in Christian missionary work?
2. How will missionary work increase as the coming of Christ draws near?
3. How does the Lord bid us avoid following worldly plans in our schools?
4. What school was to be a sample of his plan?
5. Why should new schools not be patterned after our older ones?
6. What practical side of school work is most essential for missionaries?
7. What should be the teacher's relation to the local church?

Youth to Be Burden Bearers

1. What high calling comes to our youth?
2. In view of this calling, what course should they take?
3. What burdens are they to take up?
4. What Bible examples are given them?
5. What must be coupled with natural endowments to make them efficient?
6. What elements are essential in a successful worker?
7. What course has resulted in injury to our young men and to the work?
8. What test for teachers is equally applicable to those about to enter the ministry?
9. In what danger are many teachers?

Literary Societies

1. As generally conducted, are literary societies helpful or injurious to our youth? Show why.
2. What conditions would make them a blessing?
3. What suitable character for the work of such societies is suggested?
4. How must the intellect as well as the heart be disciplined?

Student Missionary Work

1. What twofold work must be done for our students?
2. For what important part of their education should they be assured time?
3. In what lines may they work?
4. How may they employ the summer vacation?
5. How may they work during the school year?
6. What appeal is made to students?
7. Describe the experience at the Avondale school.

8. How may Sunday be employed in our schools?

9. What missionary work may be done in the school itself?

10. What part may our trained youth have in hastening the coming of Christ?

Part II: "School Management and Methods"

CHAPTER XXIV

1. Since there is a close relation between the elementary and the secondary school, this chapter should be read with care.

2. Try to get the true function of the secondary school clearly in mind. Note that while it does much to prepare youth for practical life, it is not within its province to train for special vocations. Note also the qualities it aims to bring out in young people.

3. The academy (our own type of high school) is not intended to imitate the college in its methods or aims, nor is it to be merely an advanced grammar school. The pupil is far enough along in years and experience to begin to see the necessity of adjusting himself to life's demands. He should be given principles of action that will guide him to success. The discipline of mind and the regulation of his temperamental tendencies will contribute to this end.

4. Go through carefully the entire scheme of organization and conduct developed in the rest of the chapter, noting in particular principles that apply equally to the elementary school.

CHAPTER XXV

1. College improvement wisely made must react favorably on the secondary and the elementary school. While the latter two should direct their energies primarily to their own problems in relation to the current life of the child or youth, it is worth much to have an advanced educational experience to look forward to and prepare for.

2. What relation between teacher and student doubles the value of college work?

3. How may the mistake of the antiquated college lecturer be committed, in principle, by the elementary teacher?

4. What strong stand on coeducation does the author take? What advantages on this point do you find in the elementary school?

5. In what ways does the modern university reach and affect the life of the people?

Primary Bible Nature

BY ELLA KING SANDERS

FIRST TERM

Lesson 1—Jesus as a Student of the Works and Word of God

MEMORY VERSE: Ps. 20: 7

AIM.—To help the pupils to realize that Jesus was once a child; that he studied the works and Word of God.

INTRODUCTION.—Show a plant or flower. Talk about its usefulness, its nature, its beauty, its origin. Make a list of the things in nature about the pupils as they name them.

LESSON.—These are some of the things that were created in the beginning. Picture the home of Jesus in Nazareth,—the village nestled among the hills, the plain home, with the carpenter shop near by, the mother seated in the shade, and Jesus at her side studying the scrolls of the Bible. Then see them bending over some tiny flower, talking of its form and beauty, its power to produce seed after its kind, etc. Some other day see them seated under the trees, quietly watching the birds as they flit from tree to tree, telling their praise to their Creator. Drop the thought that to come close to live nature, you must be very quiet, watch, and listen. Then, on a still, clear evening, see that mother walking out with her boy, pointing up to the sparkling stars that tell us stories of wonders beyond our view. Thus Jesus grew in wisdom and knowledge. He studied the Word; for at twelve years of age he could teach the learned men about it.

CONCLUSION.—God gave Jesus wisdom because he took time to study and think about these wonderful things. He had to study just the same as we do, and God will give us wisdom. God gave Solomon wisdom because he studied and asked God to help him. He knew all the trees and all the birds and fish. 1 Kings 4: 29-34. Jesus could tell what he had learned in the Word. We need to study the Word, that we may be able to stand temptation.

HELP.—“Desire of Ages,” pages 70, 71, 90.

Lesson 2—Jesus the Creator and Upholder

MEMORY VERSE: John 1: 3

AIM.—To show that God created all things through Jesus by his word. He spake and it was.

INTRODUCTION.—Talk about making things: carpenters building houses, making desks and other furniture; mamma making clothes; children making various things. Question about the material, how obtained. Trace the source of material in desks. Let the child tell the story of the desk. Bring out our dependence upon material with which to make things. Not so with God.

LESSON.—God created all things. How? Ps. 148: 5; 33: 6, 9. Tell how Jesus was the active agent in all this work. Isa. 45: 11, 12; John 1: 1-3, 10, 14; Heb. 1: 1, 2. Bring in the thought of praise due the Creator. Read Psalm 148. All nature praises him.

CONCLUSION.—We can praise God our Creator by loving obedience. Our hands, our feet, our whole being, can praise him by doing what he wants us to, like the flowers, the birds, etc.

(Lesson 2 Developed)

(Holding up a bottle) What is this? All who can tell me who made it may stand. Yes, a man made it. How? You may tell, James. “He took sand and melted it and then poured it into a mold, and then in some way he blew into it. I saw bottles made one time.” Who made this book? Yes, several people worked on it. Where did they get the paper? It takes many persons and much machinery to make a book; the names of publishers and author are in the book. Who made this house? A carpenter built it, but where did he get the material? Who made the ribbon on your hair, May? Where did the storekeeper get it? Where did the man who made it get the silk?

(Holding up a lesson paper) On this paper I find John’s name. He made this picture. It is neat, but if I found a paper all soiled, I should know that the child who made it was careless and had soiled hands. Who made your desk? Suppose we play that the desk tells us its history: “I was once a growing tree in the woods; some men cut me down, took me to a sort of building, and sent me along where a saw cut me and fixed me into shapes to suit their fancy. The next thing I knew I was fastened to some iron frames, and I began to see that I was getting into some sort of shape. After some gluing

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dressed with gorgeous colors. The angel fish's coat is especially pretty. The horse fish is very peculiar; so named because it is so shaped as to make one think of a horse. Make list of names of fish as given by pupils. Whale not a fish.

CONCLUSION.—Read Ps. 104: 24-30. Teach God's wisdom in the creation and the care of the things created.

Even the tiniest creatures of his hand are provided with food and are under his loving care. If he so cares for these, will he not care for his trusting children?

Lesson 19—The Sponge

AIM.—To teach the facts and to teach the pupils to draw lessons from nature.

INTRODUCTION.—Review lesson 6, "Air and Its Uses; Ventilation." The gas thrown off when we breathe, carbon dioxide. Plants breathe, too, but they throw off oxygen. Recall the germ plant. How did men know that these little things were plants?

LESSON.—Show a sponge. For many years this was called a plant. How was it decided that it belonged to the animal class? Sponge only the skeleton of the little animal. Tell the story of the little colony joined together under water, taking in food as it passes by. Tell of its structure, where found, and how secured.

CONCLUSION.—Teach lesson of dwelling in unity. They join together to build up the great structure. Not selfish, all work to the one end. Though so very small, by working together they make something very useful for many people.

Lesson 20—The Island Builders

AIM.—To lead from facts about the coral to the importance of little things.

INTRODUCTION.—Question about the tiny things studied so far. Some wonders of the land and some of the deep.

LESSON.—Show coral or picture of it. Just as sponge was made up of tiny animals, so was the coral. This, too, was thought to be a tiny plant long ago. How tested. Each little animal called a polyp. Tell how they unite together and the skeleton of each little polyp forms a part of the coral. Tell how one generation builds on another till the island of these little skeletons is formed.

CONCLUSION.—Teach the power of united effort, the importance of little things.

Lesson 21—Common Fish

AIM.—From the facts learned see God's wisdom and love in providing for his created works.

INTRODUCTION.—Review lesson 18, "Fishes and Their Eggs."

LESSON.—If possible, have before the class a live minnow to be observed. As facts are learned, write them down. First, locomotion,—rises, sinks, turns at will, as easy in water as a bird in air. Why? Notice fins and their use. Why so many fins? Note breathing and explain. Why do fish die if kept in a small vessel with water unchanged? What becomes of fish in small streams when water freezes? Why are there no fish in the Dead Sea? Study the coat of the fish. Would a fur coat be just as well for him, or a coat of feathers? Why do the scales overlap?

CONCLUSION.—The fish was made to suit his home, and his coat was made to suit his condition. All things tell us that God is wisdom, God is love. What is our relation to him and to his works?

Lesson 22—What Birds Have Done

AIM.—To make this study another avenue to lead the pupils to see God's wisdom and love in forming all creatures so they are adapted to their environments and are subject to his commands.

INTRODUCTION.—By questions, bring out the characteristics of the water animals,—coat of scales, breathe through gills, cold blood, preserve species by means of eggs.

LESSON.—By questions, bring out the same about birds,—coat of feathers, warm blood, breathe by lungs, increase by means of eggs. Review how birds fly; by whose wisdom. Job 39: 26, 27. Bring out the part the raven and the dove acted in the flood. Gen. 8: 7. What they did for Elijah. 1 Kings 17: 2-4. Read Ex. 19: 4 and Deut. 32: 11. Draw lessons. What is said of the sparrow? Matt. 10: 29. Should we study birds? Luke 12: 24; Matt. 6: 26.

CONCLUSION.—Where did the raven get the food given to Elijah? Birds subject to God's command. How does he talk to them? Who guided them into the ark? Has he power over the fowls of the air now?

Lesson 23—Curious Birds

AIM.—Here, again, to see God's wisdom and love in the diversity of his creation.

INTRODUCTION.—Make a list of birds the

PRIMARY BIBLE NATURE OUTLINE

WATER ANIMALS. GEN. 1: 20-23

- | | | |
|------------------------------------|--|---|
| 18. Variety — how and why created. | 18. How water animals move and breathe. Ps. 104: 24, 25. | 18. Fishes and their eggs. Ps. 107: 23, 24. |
| 19. The minnow. | 19. The whale. | 19. The sponge. |
| 20. The frog. | 20. The starfish. | 20. The island builders. |
| 21. The snail. | 21. The toad. | 21. Common fish. |

AIR ANIMALS

- | | | |
|------------------------------------|--|---|
| 22. Variety — how and why created. | 22. God's care for the birds. Matt. 6: 26. | 22. What birds have done. |
| 23. Birds and their homes. | 23. How to study birds. Matt. 10: 29, 31. | 23. Curious birds. |
| 24. The scratching family. | 24. How birds travel. | 24. The dove. |
| 25. The swimming family. | 25. Talking birds. | 25. The eagle. Deut. 32: 11, 12 (first part). |
| 26. The wading family. | 26. Singing birds. | 26. The ostrich. |

LAND ANIMALS. GEN. 1: 24, 25

- | | | |
|------------------------------------|--|--------------------------------------|
| 27. Variety — how and why created. | 27. Hoofed animals. Prov. 12: 10. | 27. The cat and the dog family. |
| 28. The cow or the horse. | 28. Gnawing animals. | 28. The spider or ant. |
| 29. The dog or the cat. | 29. The bee, fly, or butterfly. | 29. Wood folk of one's own vicinity. |
| 30. The camel or the elephant. | 30. The first serpent. Gen. 3: 1 (first part). | 30. Curious animals. Jer. 13: 23. |

MAN. GEN. 1: 26-31

- | | | |
|--|--|--|
| 31. The home and the companion of man. | 31. Why created. 1 Cor. 6: 19, 20. | 31. Man's original position. |
| 32. Man's food. | 32. Care of teeth, hair, finger-nails, skin. | 32. Proper exercise and diet. 1 Cor. 10: 31. |

THE SABBATH. GEN. 2: 1-3; EX. 20: 8-11

- | | | |
|---------------------------------|--|--|
| 33. The first Sabbath. | 33. The Sabbath commandment. Ex. 20: 8-11. | 33. Proper Sabbath observance as shown from the first Sabbath. Ex. 20: 8-11. |
| 34. The purpose of the Sabbath. | 34. How to observe the Sabbath. Isa. 58: 13. | 34. The Sabbath as a permanent institution. Isa. 66: 23. |

SECOND TERM

First Year

Second Year

Third Year

THE FALL OF MAN

- | | | |
|---|---|---|
| 1. The origin of evil. Ex. 28: 17 (first part). | 1. The dangers of little sins. Gen. 3: 3. | 1. The value of obedience. Eph. 6: 1. |
| 2. The temptation and fall. Micah 7: 8. | 2. The results of Adam's sin, to our first parents. Gen. 3: 24. | 2. The results of sin on the world. Rom. 5: 12. |

THE PLAN OF REDEMPTION

- | | | |
|--|------------------------------------|---------------------------------------|
| 3. God's love and sacrifice. John 3: 16. | 3. Jesus' love for us. Gen. 3: 15. | 3. Why Jesus must die. 1 Cor. 15: 22. |
|--|------------------------------------|---------------------------------------|

THE MESSAGE OF SALVATION TO THE ANTEDILUVIANS

- | | | |
|-------------------------|--|---|
| 4. Adam and his family. | 4. The joys and sorrows of Adam's long life. | 4. How the story of salvation was told from Adam to Noah. |
| 5. Noah and his work. | 5. More of Noah's work. | 5. Enoch and Noah. |

dressed with gorgeous colors. The angel fish's coat is especially pretty. The horse fish is very peculiar; so named because it is so shaped as to make one think of a horse. Make list of names of fish as given by pupils. Whale not a fish.

CONCLUSION.—Read Ps. 104: 24-30. Teach God's wisdom in the creation and the care of the things created.

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INTRODUCTION.—Review lesson 18, "Fishes and Their Eggs."

LESSON.—If possible, have before the class a live minnow to be observed. As facts are learned, write them down. First, locomotion,—rises, sinks, turns at will, as easy in water as a bird in air. Why? Notice fins and their use. Why so many fins? Note breathing and explain. Why do fish die if kept in a small vessel with water unchanged? What becomes of fish in small streams when water freezes? Why are there no fish in the Dead Sea? Study the coat of the fish. Would a fur coat be just as well for him, or a coat of feathers? Why do the scales overlap?

CONCLUSION.—The fish was made to suit his home, and his coat was made to suit his condition. All things tell us that God is wisdom, God is love. What is our relation to him and to his works?

Lesson 22—What Birds Have Done

AIM.—To make this study another avenue to lead the pupils to see God's wisdom and love in forming all creatures so they are adapted to their environments and are subject to his commands.

INTRODUCTION.—By questions, bring out the characteristics of the water animals,—coat of scales, breathe through gills, cold blood, preserve species by means of eggs.

LESSON.—By questions, bring out the same about birds,—coat of feathers, warm blood, breathe by lungs, increase by means of eggs. Review how birds fly; by whose wisdom. Job 39: 26, 27. Bring out the part the raven and the dove acted in the flood. Gen. 8: 7. What they did for Elijah. 1 Kings 17: 2-4. Read Ex. 19: 4 and Deut. 32: 11. Draw lessons. What is said of the sparrow? Matt. 10: 29. Should we study birds? Luke 12: 24; Matt. 6: 26.

CONCLUSION.—Where did the raven get the food given to Elijah? Birds subject to God's command. How does he talk to them? Who guided them into the ark? Has he power over the fowls of the air now?

Lesson 23—Curious Birds

AIM.—Here, again, to see God's wisdom and love in the diversity of his creation.

INTRODUCTION.—Make a list of birds the

pupils can name, and show pictures of birds of special beauty and oddity. See nature study books.

LESSON.—Try to give some idea of the variety of the birds in different parts of the earth. Highly colored in tropical regions. Why? Tell of the pelican, with its water bottle; the auk, which stands erect, with little wings, etc.; the apteryx, little wings and no tail, peculiar bill; the flamingo, with its long legs; the lyre bird, with its gorgeous tail; the tiny humming bird of South America, with its very long tail, many times the length of its body.

CONCLUSION.—Why such a diversity of birds. What change came to birds when sin entered? What change will come when Eden is restored? Isa. 65: 25: 11: 9.

Lesson 24—The Dove

AIM.—To become better acquainted with this common bird and its near relatives and to know something of its history.

INTRODUCTION.—Talk about the nature of birds that feed on flesh and those that feed on seed.

LESSON.—Show picture of a dove, or sketch one, or, better still, have the real specimen. When was the dove first mentioned in the Bible? What use was made of it in the sacrificial worship? The form the Holy Spirit took at the baptism of Jesus. Why used as a symbol of peace? Its relatives.—the wild pigeon, turtledove, mourning dove. Wild pigeon, swift on wing,—nearly one hundred miles an hour, means of safety. The common barn dove came from England, where it is known as the wild rock pigeon. These birds are both naked and blind when hatched. Fed by parent birds with a kind of milk secreted from food. Find out how this bird drinks. The use made of one class of pigeons, the carrier pigeon.

CONCLUSION.—Teach the greatness of peace. The dove is gentle and peaceable. Love and obedience will make us gentle and peaceable. Need of peace in school life and home life. Remember the value of simple questions to close a lesson.

Lesson 25—The Eagle

MEMORY VERSE: Deut. 32: 11, 12, first part.

AIM.—From facts learned about this bird, to understand the lesson in the memory verse.

INTRODUCTION.—Make a list of names of carnivorous birds. Which is greatest?

LESSON.—Show picture of eagle. Sketch a ledge on the shore with a nest. Give word picture of that family and their peculiar home; the mother bird out fishing, and the noisy time when she returns with food. Soon comes the first day of school for these little eaglets. Make vivid the helpless little fellows as, one after another, they are given a lesson on flying. But note the mother love in allowing no harm to come.

CONCLUSION.—Teach how God allows trials to come to lead us to trust in him. Our father and mother often have to do things to teach us some lesson. If we were always willing and obedient, they would not have to "stir us up." God's love and care are over us even if we do have hard times in learning lessons of trust.

Lesson 26—The Ostrich

AIM.—To teach the facts.

INTRODUCTION.—Refer to Gen. 1: 20. Write names of land fowls. Get names of those that cannot fly.

LESSON.—Show picture of the ostrich or sketch one. Read Job 39: 13-18. Tell of the ostrich farms, and how these birds are wild by nature in Africa. Eggs large, weight three pounds or more. African ostrich weighs from one hundred to two hundred and fifty pounds. Strong legs, short wings. Male sits on the eggs and cares for the young, what little care they get. The ostrich eats all sorts of things, even bits of iron, as penknives, spikes, nails, etc. Their value is in their feathers. One plucking of a single bird is worth as much as \$150.

CONCLUSION.—Why such variety in birds. Read Rev. 4: 11. Our Father delights to see his children happy, so his works were for his pleasure.

Lesson 27—The Cat and the Dog Family

AIM.—To classify the pupils' knowledge of the domestic animals, creating an appreciation of them, and a spirit of kindness toward them.

INTRODUCTION.—Talk of pets, both for use and pleasure, calling such classifications from pupils as horse, cow, dog, cat, birds; of wild animals, as mice, rabbits, rats, etc.

LESSON.—Draw from pupils their knowledge of the cat and the dog, also what they know of other animals belonging to the two classes they represent (les-

sons 18, 19, in "Bible Nature Studies"). Many interesting facts may be told of both animals, tending to teach sympathy for and kindness to them.

CONCLUSION.—Dogs are often referred to in the Bible, more particularly what are known as street dogs. They were and are still considered unclean. In the cities of the East these dogs are disturbers at night by their howling. Ps. 59: 6, 14. Isaiah speaks of some that are silent. Isa. 56: 10. Used figuratively: False teachers (Isa. 56: 10, 11); dumb—do not warn faithfully of coming danger; greedy—never get enough; selfish—love to slumber, lazy; blind—not willing to see.

Apply to the daily life of the pupils; for we should all be watchmen.

Lesson 28—The Spider or Ant

MEMORY VERSE: Prov. 6: 6

AIM.—By studying the spider as one of this class, to awaken in the child the desire to study the tiny creatures about us and to learn lessons from them.

INTRODUCTION.—The animals classed as beasts have four legs. Talk of animals having numerous legs. Question as to their usefulness.

LESSON.—The spider is not an insect; has eight legs, two parts to its body. Many classes of spiders. (Florence Bass's "Animal Life" gives lessons on the bridge, water, underground, and other spiders.) The common spider is an intruder, not even asking permission to build on our porches or in our parlors. Question as to how he builds. He teaches perseverance and industry; is very orderly about his work; not lazy.

CONCLUSION.—Read Job 8: 13-15. The Hebrew word for "hypocrite" really means "profligate, ungodly." His hope is as uncertain as the spider's web.

The Ant

MEMORY VERSE: Prov. 30: 25

AIM.—To emphasize the instruction of Solomon about the ant—to "consider her ways, and be wise."

INTRODUCTION.—Question concerning the tiny creatures about us in the summer,—those of the air and those of the ground. Ask questions that will suggest the ant.

LESSON.—Tell what Solomon said, and as one writer put it, "If Solomon were talking to us, he would say, 'Watch the ant, little lazy child, learn how it works, and be wise.'" Tell of the little town under the ground, and the busy activity

of the inhabitants. Make it real by telling of its streets, the homes, and the work done there; the faithfulness to duty; care of accidents to the home; care of the helpless, etc.

CONCLUSION.—Draw practical lessons. The care of the mother ant, or queen—how to treat our mother. No selfishness in the home, each does work faithfully. Watch how the little ants always stop to speak to each other when they meet. They are courteous.

Lesson 29—Wood Folk of One's Own Vicinity

AIM.—To awaken the pupils' interest in the animals about them. To deepen their kindness toward them.

INTRODUCTION.—Make a list of the wood animals, wild by nature, that the pupils can name in their vicinity,—the birds, the beasts, and creeping things.

LESSON.—Try to classify them as to their structure, habits, and food. Notice that each has a home adapted to its nature. Who knew the nature of all animals so as to name them? Gen. 2: 19. Encourage search for new animals either large or small, in the vicinity.

CONCLUSION.—Why study these animals? Job 12: 7, 8. If they are to be our teachers, how are they to be treated? We must get close to them to study them, hence, be quiet and gentle and use your eyes and ears. A good lesson in self-control—we must be quiet else all nature hides.

Lesson 30—Curious Animals

MEMORY VERSE: Jer. 13: 23

AIM.—Another step into the broad field of God's created works, each step to bring the pupils nearer the Creator.

INTRODUCTION.—Review lesson 23, on "Curious Birds."

LESSON.—Talk about the best known curious animals, the four-handed ones, monkeys. These include the ape, the gorilla, the chimpanzee, and the orang-outang. The spider monkey uses five hands. Study the kangaroo, whose babies jump into her pocket for protection. Take up other curious animals given in the nature books, all created for a purpose.

CONCLUSION.—Many animals can be tamed, but their structure remains the same. The beautiful coat of the leopard can never be changed. Draw the lesson taught in the memory verse.

NOTE TO TEACHERS

To become a learner in the school of Christ is the first step in preparation for teaching. Wisdom and guidance are sure to the teacher who *lives* and *seeks* for them, and without these aids the teaching of the Bible is in vain.

It is not my purpose to map out rigid lines and plans on how to teach the Bible. I have followed the Third Year outline, letting the teacher adapt it to the first and the second year as needed.

Oral lessons are to be given in these grades, because this is the age when the child does not gather knowledge from study and thought, but through the senses. It should be the studied effort of the teacher to give the lesson in a concrete form, making free use of pictures and objects, especially of the blackboard, as the lesson is given. Even a rudely drawn picture will serve to impress the lesson. A number of straight marks represent a crowd of people to the children, if the teacher says so.

Simple things in the daily lives of the children should be used to enforce the thought of the lesson. This was the

method of the Great Illustrator. His hearers were familiar with the objects which he used to make his lessons forcible. The teacher should be so filled with the lesson that his word pictures will be real and living.

Then, too, the child must *do*, as well as see and hear. Illustrating the lesson in paper or board or in the sand table are some of the ways of doing. The children may use their hands and arms to illustrate. When speaking of trees, let them play that they are tall, straight trees, and their arms are branches. With their hands they may represent houses, churches, doors, trunks (for missionary journeys), books, in fact, almost anything about which you talk. These acts not only help to impress lessons, but keep idle hands employed.

In Bible teaching, as well as in all studies, the successful teacher has some system in presenting the lesson. After a well-defined aim there should be at least three steps: first, the introduction; second, the lesson; and third, the conclusion or application.

E. K. S.

SECOND TERM

Lesson 1 — Value of Obedience

MEMORY VERSE: Eph. 6: 1

AIM.— To help the pupils to realize the meaning of the term obedience and to prize the value of it.

INTRODUCTION.— Talk about trained animals, as the horse and the dog, man's most faithful servants; how they are made to obey. Read James 3: 3; Ps. 32: 9. Tell some story where obedience was rewarded.

LESSON.— Our Heavenly Master could have made Adam and Eve obey. Tell results,— been mere machines. Show God's wisdom and love in giving man the freedom of choice. Point out the blessings granted in the Eden home, and that the maintenance of these blessings depended upon obedience. Life itself was dependent upon obedience. Read Isa. 1: 19, 20. Mention examples where obedience to God's commands was rewarded,— the Hebrew worthies and Daniel.

CONCLUSION.— Read Rev. 22: 14. The value of obedience is measured by eternal life. Try to impress what eternal life means.

Lesson 2 — Results of Sin on the World

MEMORY VERSE: Rom. 5: 12

AIM.— To help the pupils to see the results of sin and to increase their desire to turn from it.

INTRODUCTION.— Talk about recent calamities, and make a list of destructive agencies.

LESSON.— Recall the result of the first sin,— Eden home lost; the effect on all nature, on the vegetable world, on the animal world. Talk of the first great destructive agency, the water or flood; destruction of Sodom by fire; plagues in the camps of Israel,— disease and death; suffering from intemperance and famine. Read Eze. 18: 4. Connect it with the memory verse.

CONCLUSION.— Read Rom. 8: 22. Waiting for the great change. Read Eze. 18: 32. Teach God's love in calling us to turn from sin and providing a way of escape. Make questions pointed.

(Lesson 2 Developed)

Who can repeat yesterday's memory verse? What is the act of not minding our parents called? If we always obey God, what will be our reward? Yes, we shall have eternal life through Jesus

Christ. What did disobedience in the beginning bring? Death was a sad result, and we want today to study more about the results of man's sins.

How many heard about that awful accident on the St. Lawrence River (or one of more recent occurrence)? What was the agent that caused so many deaths? Yes, they were drowned, or died, as a result of the accident. The water overcame them. When was the first destruction by water? How many perished then? Yes, all but eight. Did any of you hear about that big fire in New York (or some recent fire) where so many girls working in the factory lost their lives? What was the agent of destruction? Who remembers an account of a great destruction by fire given in the Bible? Where did the fire start that time? Did you ever hear of people being destroyed by something besides water and fire pouring down? Yes, the fire inside the volcano forces the lava out and it pours down upon the people? What else comes out with it that causes death? The gas and hot air soon destroy people. (Tell of the destruction of Martinique.) Do you think of other ways in which water acts as a destroying agent? James, what is it? "What do they call it when the ocean seems to rise up and sweep over a city?" Can you tell, May? "I think that it is called a tidal wave." Yes, and sometimes it seems as though the ocean was in the clouds and poured down upon the land. What is that called? Besides cloud-bursts, we have hailstorms and waterspouts. Then, what sometimes tears down houses and uproots trees? What is able to stand before a tornado or cyclone? (Write out list so far.)

You see that the things God gave as blessings, have been used as curses. All these destructive agents are used by Satan. They came into his hands by man's yielding to him. What was lost by Adam's sin? Let us think for one moment of being back there and seeing Adam and Eve leaving their beautiful home! How sad they look! No longer do they have everything in the world under their control. They must now toil for bread and fight disease. They see the flowers withering. What do you suppose Adam and his family did as they saw the great change? Think of them watching the falling leaves, blighted fruit trees and vines, and all nature changed, and knowing that their wrong course had brought it all. The animals that before were gentle and kind

fled from their presence with their natures all changed, the stronger ready to devour the weaker.

What brought the greatest sadness to this family? Yes, the death of Abel. Then they better understood what Jesus meant when he said, "Thou shalt surely die." How sad that first funeral on earth must have been! That was the beginning of such sad times, and soon we shall see the end, or the last funeral. What great scene will end the funerals on earth? What is it, John? O, there will be no one to bury the wicked when Jesus comes!

What does our memory verse say? That means that because Adam sinned all must die; but because Jesus gave his life, all will live again, the wicked and the righteous. But Ezekiel says that "the soul that sinneth, it shall die." That means that if I do not believe on Jesus as my Saviour, I shall have to die the second time because I sinned. All die because Adam sinned, but all who obey Jesus will be made immortal when Jesus comes and never die again. We will see how God looks upon death, Eze. 18: 32. You read it, James. What does he want us to do? If we turn to Jesus, then we live. We may lie down in the grave and sleep a little while, but Jesus is coming to awaken us, and give us immortal bodies, never to die any more. Then after a thousand years he will awaken the wicked, but they will only see what they have lost by sin, and will have to die a second death, never to have life again. Why does God ask us to turn and live? Yes, he loves us and wants us to live for his pleasure and our happiness. It is for this great change that is to come that everything is waiting. Rom. 8: 22. We must get ready for the change.

1. How are we to gain eternal life?
2. What did Adam's disobedience bring?
3. How did sin affect all plant life?
4. How did it affect animal life?
5. What did Adam lose?
6. What continually reminded Adam of his sin?
7. What very sad result soon came to him?
8. What will end all these sad scenes?
9. Why do the righteous as well as the wicked die?
10. How are all made alive again?
11. Who will die the second death?
12. What kind of bodies will be given the righteous when Jesus comes?
13. With what kind of bodies will the wicked be raised?

14. What becomes of the wicked?

15. How does God show his love for all?

Lesson 3 — Why Jesus Must Die

MEMORY VERSE: 1 Cor. 15: 22

AIM.— To teach that the great result of sin, death, could be removed only by the death of Jesus, and to help the pupils to appreciate the sacrifice made.

INTRODUCTION.— Briefly review the last lesson, making a list of the results of sin.

LESSON.— Man and all his possessions were under the power of the enemy, all lost by the sin of Adam and Eve. Jesus was, by his sacrifice, to buy it all back. And, too, "the act of Christ in dying for the salvation of man would not only make heaven accessible to men, but before all the universe it would justify God and his Son in their dealing with the rebellion of Satan." From "Patriarchs and Prophets," chapter four, get the simple story of the plan of redemption and of the inhabitants of other worlds. Review the part taken by angels, and how they showed their love.

CONCLUSION.— All must die as the result of Adam's sin. Teach that no one need die the second death unless he makes the unwise choice. Jesus died that we might all have life again; and that life may be eternal through obedience. Get the story from the children by questions.

Lesson 4 — How the Story of Salvation Was Told From Adam to Noah

AIM.— To place before the pupils a brief history of God's work for his children on earth during the period from Adam to Noah, and to strengthen their faith in the Bible record of that period.

INTRODUCTION.— Mention some historical facts about our country. Bring out the thought that we know these because they are written in history. Mention some facts known because they are told to us by other people.

LESSON.— How did Noah know about the story of Eden? His father, Lamech, lived over fifty years with Adam. Make a diagram on the board and show how Adam's life spanned Cain's and Abel's, Seth's and Enoch's, and nearly three hundred years of Methuselah's life, and fifty years of Lamech's life. Picture this Eden father with his children, multitude of grandchildren, and so on, listening to the story of the Eden home, the temptation, and the fall.

CONCLUSION.— Why could Adam tell the story as it was? By question, obtain the pupil's idea as to how we know the story.

Lesson 5 — Enoch and Noah /

AIM.— To set before the children the faithful examples of Enoch and Noah, who lived righteous lives, though surrounded by wickedness, and to draw practical lessons from their examples.

INTRODUCTION.— Review the previous lesson sufficiently to bring out the widespread wickedness in the earth even in Adam's day. Draw some sort of diagram to represent the descendants of Cain and of Seth, and show how they became intermingled.

LESSON.— God had a few chosen men who obeyed him. Tell how by wrong influences sin spread until nearly the whole world was wicked. They forgot Adam's story of the fall, and the promise of a Saviour. Tell of the faith of Enoch, who was brave to point out sin; of his seeking God in quiet and solitude; how he grew thus to be more and more like Jesus; and at last his reward. After this God called Noah to work for him. With him are Methuselah and other faithful ones. Picture the condition of the people, thinking only of self till every thought and imagination of the heart was evil. Give his message. Speak of his doing his work regardless of the scoffs and frowns of the whole world.

CONCLUSION.— Why did God take Enoch home? — To give hope and courage to the people that God would reward the true and faithful. Enoch was surrounded by wickedness, yet he obeyed God and pleased him in all his ways. Draw lessons. Try to arouse in the pupils a desire to please Jesus in all their ways, especially in obeying their parents. Make it plain that the multitudes are not on the right side, and show the danger in following them. Make questions short and direct, bringing out points in story and application.

Lesson 6 — Review Story of Flood

MEMORY VERSE: PS. 4: 8

AIM.— To teach the story of the flood and the building of the ark, bringing in the bow of promise, and to show that in God alone is safety.

INTRODUCTION.— Recall Noah's message, emphasizing his courage. Talk of boats, their safety; question about places of absolute safety, about the interest in the

large boats of the day. Show how danger is everywhere. Recall "Titanic." Question about the inmates of the ark to impress the reward of obedience to God; safe in the ark that rides successfully over all the billows. Talk about tokens,— something to remind one of a promise. Produce in colors or show picture of rainbow.

LESSON.— Make the work of Noah real by giving a vivid picture of men, women, and children gathering to see that strange building that Noah was making, and how he preached to them of the coming destruction. Year after year the work went on; all nature was just the same; the day and night and the cloudless sky. They saw no cause for fear. Noah's word and that strange building were all the signs they had at first that destruction was coming. But in due time the animals were seen gathering, unguided by human hands, into that finished ark. If possible, have pictures to help portray the tragic scenes of those last days. Talk of the days of waiting while the waters were abating. (Sketch a dove.) Tell how the door was closed and opened. Picture the scene that greeted their eyes as they came out. Call attention as to how even a small flood now devastates things. Impress the fact of Noah's gratitude in offering the sacrifices the first thing. Read Gen. 9: 11-16, and explain why the bow was given. Tell of the rainbow round about the throne of God. Rev. 4: 2, 3. The message to Noah. Gen. 9: 2, 3.

CONCLUSION.— Noah and his family were safe because they trusted in the never-failing word of God. Let the practical part of trusting God be applied to the children's lives. Illustrate. Who are to be safe in the great day of God? Get back the story and the application from the children by questions on principal points. God always find ways of helping and taking care of those who trust and obey him. In love and mercy he gave that beautiful sign of his promise. Teach what to remember as we look upon it, and that in obedience is safety. Ask short questions to clinch important points.

Lesson 7 — Plants and Animals Buried by the Flood

AIM.— To show the results of the flood, and to sow seeds of truth that will prepare pupils to withstand the false teachings in geology.

INTRODUCTION.— Show some coal, some fossils, and talk about where they are found.

LESSON.—Recall by questions the condition of the earth after the flood. "Where once had been earth's richest treasures of gold, silver, and precious stones, were seen the heaviest marks of the curse." Explain the formation of beds of coal, and how the minerals were hidden from man's sight. Tell how the animals were buried, formed fossils, and about the quantities of crude oil found in the earth, and the many uses of coal. Explain the results that follow when these elements, coal and oil, ignite.

CONCLUSION.—The burying of all these things did not just happen. God has mercifully provided these things for man's use. Question about the uses of the coal, oil, and the minerals hidden in the earth, and be sure that the fact of how they came to be there is well understood. Be sure to have time for questions.

Lesson 8 — Review Story of Abraham

MEMORY VERSE: Heb. 13: 2

AIM.—To reveal something of Abraham's character, to impress the lesson that we should not make a selfish choice, and to develop a missionary spirit.

INTRODUCTION.—Talk about friends. Call for the names of men about whom we have studied who were friends of God and tried to please him. The story today is about another friend of God. Talk about names and their meanings. Read Gen. 17: 1-5. Name changed from "high father" to "father of the faithful."

LESSON.—Picture Abram in the heathen city; the idol temples and many priests; his home and many friends. None of these things turned him from being true to God. Tell of his call to be a foreign missionary. Was he a home missionary? (Sketch map of country, making square for Ur.) Picture the farewell to friends and neighbors, the journey, and the stop at Haran, and his kind care of his father. Continue the journey to Bethel, and show the selfish choice of Lot, and the results. Give meaning of multitude. (Sketch stars.) Talk about Abraham's family, a thousand in number, all dwelling in tents (sketch tents), but no children of his own. All his family obedient to him, and all taught to obey God. The promised son, named Isaac, meaning laughter (explain), was a great event and brought great joy. The test of faith. (With youngest pupils omit details of sacrifice.) Dwell upon the willing obedience of Isaac, and Abraham's trust in God: no excuse when asked to

give up his only son. Make vivid the lonely journey to the mountain; all heaven interested. Give brief history of Isaac's life, and Abraham's death, and burial by his two sons. Gen. 25: 8, 9.

CONCLUSION.—Abram obeyed God, no matter what others about him did. He was ready to go when called. God calls people today; what kind of people? Let the questions recall the story and the thoughts to be impressed. We are God's friends if we do as he commands us. He loves and cares for us in ways we do not see. He asks us to give up all for him. We are children of Abraham if we are Christ's. Gal. 3: 29. Bring back the lesson by simple pointed questions.

Lesson 9 — Review Story of Joseph

MEMORY VERSE: 1 Tim. 4: 12

AIM.—In the study of Joseph's life, to help the pupils to see that faithfulness always has its reward, and that sin will be found out sometime.

INTRODUCTION.—Talk of faithfulness, and get pupils' idea of it.

LESSON.—Talk of Jacob's sons, their occupation, Jacob's special love for Joseph, whose mother was dead. Dwell on his faithfulness and obedience. Give briefly the story of his being sold into Egypt, his life in prison, and later as ruler. Faithful at every step, at home (emphasize this), as a slave, in prison, and as ruler. By a chain of circumstances, the brothers' sins were revealed. They were forced to confess.

CONCLUSION.—Joseph made the best of circumstances, and was always cheerful. In the first great trial, he decided always to be true to God. Let children make lists of traits in Joseph's life that are worthy of imitation. Emphasize patience under unjust treatment. Frame questions to bring out impressions made by lesson.

Lesson 10 — Review Story of Moses

MEMORY VERSE: Heb. 11: 23-25

AIM.—To show how wonderfully God manifested his power in caring for his people in the days of Moses, and that the greater the need, the greater the power.

INTRODUCTION.—Question as to why God's people were in Egypt. Write points in Joseph's life; as, faithful—at home, in slavery, in prison, in power, in forgiving.

LESSON.—Our lesson today is about a man who was very much like Joseph. He

lived many years later. Tell of the sufferings of God's people, and the birth of Moses, his education in Egypt, his wise decision, and his call to deliver God's people. Picture the wonderful deliverance at the sea, and the manifestation of God's power at Sinai, and again at the Jordan. Emphasize the fact of the sure guidance by pillar of cloud and of fire. Trace journey on sketched map.

CONCLUSION.—Write list of special manifestations. Their safety was in following the sure Guide. Ex. 13: 21. Help pupils to see how true this was in crossing the sea and river. Our sure guide is the Bible, and our only safety is to trust and obey. Let questions bring out God's special care for his people.

GENERAL HINTS.—Make free use of the blackboard; with older pupils, by writing special words to emphasize points, and with the younger ones, by sketchings. Always use both eye and ear when possible.

VALUABLE HELPS.—"Patriarchs and Prophets." "Easy Steps in the Bible Story."

Lesson 11—Review Story of Ten Commandments

MEMORY VERSE: Ex. 20: 3-17.

AIM.—To deepen the reverence of pupils for the ten commandments.

INTRODUCTION.—Trace the journey of that vast company of the Israelites from the Red Sea to Sinai. Show picture or make sketch of the camp at Sinai.

LESSON.—By word picture, make vivid the grandeur of the scene that day in the camp; the strict preparation for the event. Make real to the children by bringing in the part that children must have acted in the scene. They were there and must have gotten ready. Imagine their conversation about it, and their behavior at that scene when God met with them and they heard his voice.

CONCLUSION.—Why was that place so holy? What about the law? Rom. 7: 12. Teach reverence for God's house, where his law is now spoken and his Word read.

Lesson 12—Review Story of Joshua

MEMORY VERSE: Joshua 1: 7-9

AIM.—To teach something of Joshua's life, and, in the study, to help the children draw practical lessons.

INTRODUCTION.—Talk about Moses' last visit with the people, his lonely death,

the people mourning for him, and his view on the mount.

LESSON.—Tell of the new leader, and of the great preparations for crossing the Jordan. Picture the beautiful land beyond, and the bright hopes for the new home. Get the story of crossing the Jordan from some child, if any know it. Make vivid by talking of the boys and girls who really crossed the river, and how in after years they talked of God's wonderful care during that journey. Note the monument reared to remember God's goodness. Tell of Joshua's courage as one of the spies.

CONCLUSION.—Moses was appreciated after he was gone. Teach that we should appreciate our loved ones while they are with us. Apply especially to kindness to parents and those who are old. Joshua had been faithful in his work, so he was intrusted with greater work. He could bravely say, "No," when tempted to sin. He remembered God's goodness, and taught the people to do so. Let pupils draw twelve stones, and write on each something that they wish to remember that God has done for them. Clinch the points in the lesson by questions.

Lesson 13—Review Story of Gideon

AIM.—To strengthen the faith of the children in God's willingness and power to deliver his people when they call upon him in humility.

INTRODUCTION.—Show some wheat; talk of how it is threshed, and tell how this was done in Canaan. By questions, recall the entrance into Canaan; tell how God wanted them to own the whole land, but they desired their own way, so God let them have trouble. Num. 33: 55. Their enemies were as thorns in their sides. (Explain how.)

LESSON.—Tell about the Midianites' invading the land, and the sore trouble of the Israelites. Take an imaginary journey with the children to visit Gideon as he is threshing wheat at the wine press. Why safe there? Note his humility as the angel visits him. He must know that God would be with him in the work he was asked to do. Try to impress the lesson in the test given the soldiers: the ones to be trusted did not consult their own comfort; they had a work to do, and their eyes were kept on that. God wants servants who are forgetful of self. God selects those whom he can trust. Gideon and the three hundred went forth by faith to overcome their enemies.

CONCLUSION.—We do not have to battle with the Midianites, but we have enemies. Self is the giant one. Apply to temptations of children. God will deliver all who are determined to overcome, and they may shout the victory. "Trust and obey, for there's no other way."

Lesson 14 — Review Story of Elijah and Elisha

AIM.—To teach loving trust in God, to listen to the "still small voice," and that the prayer of faith will be answered. To draw the following lessons: Our thoughts are known to God; we have unseen helpers; God alone can cleanse us from sin; treat others as we like to be treated.

INTRODUCTION.—Talk about idols, and tell how Ahab led Israel to sin. Speak of messages, and the agencies God uses to carry his messages. A messenger is one sent. Tell of Elisha's taking up work of Elijah. His first great act was the same as the last of Elijah's. By questions recall similar miracles.

LESSON.—Talk of Elijah's sudden appearance before the wicked king, and his message, and how he fearlessly gave it. Describe its fulfillment. Emphasize Elijah's faith in God, and the reward. Show the unnatural methods,—water from a brook in a drought; meat brought by a bird that feeds on carrion; provided for by a poor widow in a famine. He walked by faith. Briefly tell the story of the test at the altar, and the answer of the prayer for rain. In the story of his flight and return, emphasize the "still small voice," and show how the voice speaks to us. Picture the final reward of Elijah's faith and trust. Speak of the preciousness of life, and the Giver of life. Note the hospitality of the mother at the Shunammite's home, and the appreciation on Elisha's part. Make vivid by presenting the boy's side of the story after he was restored to life, as to how he must have felt. Would he try to please the Giver of life? 2 Kings 4: 8-37. In the story of Naaman, note that it was his pride that hindered his immediate restoration. When he was humble and obedient, he was cured. 2 Kings 5: 1-14. The experience at Dothan teaches that faith sees things unseen and that God watches over his children. God told Elisha what his enemy said in his bedroom. Give word picture of Elisha and his servant surrounded by the enemy. Prayer opens the eyes. Emphasize the kindness shown to his enemies. 2 Kings 6: 8-23.

CONCLUSION.—Elijah was fed by trusting in God. Others were starving, while the widow's family was fed. Why? Show that by sharing, things increase. Read what Jesus says, and explain. John 6: 35, 51. Tell how we are near the time when many will be rewarded as was Elijah,—go home without dying. If we want this reward, we must walk and talk with Jesus. References: 1 Kings 17; 18: 1, 2, 17-46; 1 Thess. 4: 13-17; Prov. 11: 24; 2 Kings 2: 1-11. Jesus created all things and gave to all life; he alone can raise to life. Read John 11: 25. He put the spirit of Elijah into Elisha's heart; it was his own loving Spirit; he will give us this same Spirit; and when he comes, he will give us eternal life. When we say naughty words or do anything wrong, it leaves sin in our hearts; then we, like Naaman, are sick, and we must be cleansed or we will perish. Who alone can cleanse? Show steps to be taken. Emphasize the thought that God knows our thoughts. Simple questions will reveal how much is understood.

Lesson 15 — Story of Ruth

MEMORY VERSE: Ruth 1: 16

AIM.—To teach the wise choice and willingness to help in the daily toil of the home.

INTRODUCTION.—Talk about famine. Sketch map of Canaan and mark Bethlehem.

LESSON.—Tell of the famine there and picture the family of four journeying to Moab. Sketch on map. Tell the sad story of their stay there; of the return of Naomi to Canaan. Mark two paths, one leading upward and the other downward; sketch Naomi and Ruth taking the upward path and Orpah the other. Why? Follow Ruth briefly to the home of Boaz, and tell how she was David's great-grandmother.

CONCLUSION.—It pays to make a wise choice. She turned to worship the true God, and he blessed her. He is the same God today. Teach kindness and helpfulness in the home. Close with pointed questions.

Lesson 16 — Daniel in the King's Court

MEMORY VERSE: 1 Cor. 10: 31

AIM.—To show the necessity of temperance in eating and drinking; that a sound body means a sound mind with which to glorify God.

INTRODUCTION.—By questions review the

captivity and the journey to Babylon. Sketch the city and locate the king's palace.

LESSON.—Tell of the four boys chosen to live in the palace to be educated for the king's service. Note their humility, not exalted as most young men would be. Why? They were living for God, who gave them all they possessed. Speak of the crucial moment, how they sought God, and in a courteous way made their request. Tell what followed. Make real the examination day and the results. They were faithful in little things, and prepared for that day. They were wise. Note that at home in youth they had learned all this. They would not eat away from home what they had been taught was harmful. They learned true temperance,—"a moderate use of all things good, and a total abstinence from all things harmful." Note their surroundings, yet they were brave and true to God.

CONCLUSION.—Not always easy to say no when urged to do wrong. God is our helper. Urge the necessity of fully deciding to be true temperance boys and girls. God, who is greater than King Nebuchadnezzar, is looking for strong boys and girls, to fit them for a great work. Who will be chosen? Mention some of the temptations that allure the youth of today to gratify appetite. Reference: "Story of Daniel the Prophet."

Lesson 17 — Daniel Interprets the King's Dream

AIM.—To show that God alone can reveal future events; to emphasize the fact that he hears and answers earnest prayer; to help pupils to see that things do not happen.

INTRODUCTION.—Talk about dreams, and by questions recall Joseph's dreams. They revealed the future.

LESSON.—Tell how, after Daniel and his friends were graduated, they were still in the king's palace. Read Nebuchadnezzar's dream, and relate what followed. Give word picture of the four young men in their room that memorable night in earnest prayer. They had learned to ask their Father in their childhood; now they could trust him when death stared them in the face. Did it just happen that these boys were there at this time? God had a message, and they were chosen to be there to give it. Make an imaginary visit to the court the morning that Daniel was brought before the king. Note the king

in his glory, the servants, the wise men, the teachers, all standing there waiting for Daniel's message.

CONCLUSION.—Daniel had learned to go to God in small troubles; now he could ask help when his life was at stake. He was servant of the Heavenly King, and he had a message for the great earthly king. He gave all glory to God. There is a plan for each of our lives. Try to impress this fact.

Lesson 18 — Daniel in the Lions' Den

MEMORY VERSE: Ps. 91: 15, 16

AIM.—To show that our first duty is to God; to help pupils to feel the need of stated times for prayer; to strengthen trust in God, who has power over all nature.

INTRODUCTION.—Review briefly Daniel's experience in the last lesson. Tell something of the king's experience after that, how the kingdom passed away, and another king ruled.

LESSON.—Tell of Daniel's position given by the new king, the jealousy of the other officers, and their plan to turn the king against Daniel. Sketch his home, and give a word picture of his fearless devotion. Could he not have prayed in secret? He honored the king, but his first duty was to God. Tell of the scenes that followed, the king's kind words to Daniel, and the king's sleepless night. Show picture of Daniel in the lions' den. Describe the scene at this place next morning. Note his answer to the king's question. Ask for a text on this. Ps. 34: 7. Tell how God was honored.

CONCLUSION.—Make application of practical points: of trusting in God, and of being brave to honor him. Pray at night for God's care, and give thanks; in the morning give thanks and seek help for the day; and at noon remember others especially who need our prayers. Speak of dangers seen and unseen; and our only safety.

Lesson 19 — Prophecy of Jesus' Birth

MEMORY VERSE: Zech. 9: 9

AIM.—To give a clearer understanding of prophecy, and to deepen the child's confidence in it; to show that all great events in this world are announced by God, through his servants.

INTRODUCTION.—Talk about messages, the one sent by Noah. Be sure that the word messenger, one sent, is understood.

pupils can name, and show pictures of birds of special beauty and oddity. See nature study books.

LESSON.—Try to give some idea of the variety of the birds in different parts of the earth. Highly colored in tropical regions. Why? Tell of the pelican, with its water bottle; the auk, which stands erect, with little wings, etc.; the apteryx, little wings and no tail, peculiar bill; the flamingo, with its long legs; the lyre bird, with its gorgeous tail; the tiny humming bird of South America, with its very long tail, many times the length of its body.

CONCLUSION.—Why such a diversity of birds. What change came to birds when sin entered? What change will come when Eden is restored? Isa. 65: 25; 11: 9.

Lesson 24 — The Dove

AIM.—To become better acquainted with this common bird and its near relatives and to know something of its history.

INTRODUCTION.—Talk about the nature of birds that feed on flesh and those that feed on seed.

LESSON.—Show picture of a dove, or sketch one, or, better still, have the real specimen. When was the dove first mentioned in the Bible? What use was made of it in the sacrificial worship? The form the Holy Spirit took at the baptism of Jesus. Why used as a symbol of peace? Its relatives,—the wild pigeon, turtledove, mourning dove. Wild pigeon, swift on wing,—nearly one hundred miles an hour, means of safety. The common barn dove came from England, where it is known as the wild rock pigeon. These birds are both naked and blind when hatched. Fed by parent birds with a kind of milk secreted from food. Find out how this bird drinks. The use made of one class of pigeons, the carrier pigeon.

CONCLUSION.—Teach the greatness of peace. The dove is gentle and peaceable. Love and obedience will make us gentle and peaceable. Need of peace in school life and home life. Remember the value of simple questions to close a lesson.

Lesson 25 — The Eagle

MEMORY VERSE: Deut. 32: 11, 12, first part.

AIM.—From facts learned about this bird, to understand the lesson in the memory verse.

INTRODUCTION.—Make a list of names of carnivorous birds. Which is greatest?

LESSON.—Show picture of eagle. Sketch a ledge on the shore with a nest. Give word picture of that family and their peculiar home; the mother bird out fishing, and the noisy time when she returns with food. Soon comes the first day of school for these little eaglets. Make vivid the helpless little fellows as, one after another, they are given a lesson on flying. But note the mother love in allowing no harm to come.

CONCLUSION.—Teach how God allows trials to come to lead us to trust in him. Our father and mother often have to do things to teach us some lesson. If we were always willing and obedient, they would not have to "stir us up." God's love and care are over us even if we do have hard times in learning lessons of trust.

Lesson 26 — The Ostrich

AIM.—To teach the facts.

INTRODUCTION.—Refer to Gen. 1: 20. Write names of land fowls. Get names of those that cannot fly.

LESSON.—Show picture of the ostrich or sketch one. Read Job 39: 13-18. Tell of the ostrich farms, and how these birds are wild by nature in Africa. Eggs large, weight three pounds or more. African ostrich weighs from one hundred to two hundred and fifty pounds. Strong legs, short wings. Male sits on the eggs and cares for the young, what little care they get. The ostrich eats all sorts of things, even bits of iron, as penknives, spikes, nails, etc. Their value is in their feathers. One plucking of a single bird is worth as much as \$150.

CONCLUSION.—Why such variety in birds. Read Rev. 4: 11. Our Father delights to see his children happy, so his works were for his pleasure.

Lesson 27 — The Cat and the Dog Family

AIM.—To classify the pupils' knowledge of the domestic animals, creating an appreciation of them, and a spirit of kindness toward them.

INTRODUCTION.—Talk of pets, both for use and pleasure, calling such classifications from pupils as horse, cow, dog, cat, birds; of wild animals, as mice, rabbits, rats, etc.

LESSON.—Draw from pupils their knowledge of the cat and the dog, also what they know of other animals belonging to the two classes they represent (les-

sons 18, 19, in "Bible Nature Studies"). Many interesting facts may be told of both animals, tending to teach sympathy for and kindness to them.

CONCLUSION.—Dogs are often referred to in the Bible, more particularly what are known as street dogs. They were and are still considered unclean. In the cities of the East these dogs are disturbers at night by their howling. Ps. 59: 6, 14. Isaiah speaks of some that are silent. Isa. 56: 10. Used figuratively: False teachers (Isa. 56: 10, 11); dumb—do not warn faithfully of coming danger; greedy—never get enough; selfish—love to slumber, lazy; blind—not willing to see.

Apply to the daily life of the pupils; for we should all be watchmen.

Lesson 28—The Spider or Ant

MEMORY VERSE: Prov. 6: 6

AIM.—By studying the spider as one of this class, to awaken in the child the desire to study the tiny creatures about us and to learn lessons from them.

INTRODUCTION.—The animals classed as beasts have four legs. Talk of animals having numerous legs. Question as to their usefulness.

LESSON.—The spider is not an insect; has eight legs, two parts to its body. Many classes of spiders. (Florence Bass's "Animal Life" gives lessons on the bridge, water, underground, and other spiders.) The common spider is an intruder, not even asking permission to build on our porches or in our parlors. Question as to how he builds. He teaches perseverance and industry; is very orderly about his work; not lazy.

CONCLUSION.—Read Job 8: 13-15. The Hebrew word for "hypocrite" really means "profligate, ungodly." His hope is as uncertain as the spider's web.

The Ant

MEMORY VERSE: Prov. 30: 25

AIM.—To emphasize the instruction of Solomon about the ant—to "consider her ways, and be wise."

INTRODUCTION.—Question concerning the tiny creatures about us in the summer,—those of the air and those of the ground. Ask questions that will suggest the ant.

LESSON.—Tell what Solomon said, and as one writer put it, "If Solomon were talking to us, he would say, 'Watch the ant, little lazy child, learn how it works, and be wise.'" Tell of the little town under the ground, and the busy activity

of the inhabitants. Make it real by telling of its streets, the homes, and the work done there; the faithfulness to duty; care of accidents to the home; care of the helpless, etc.

CONCLUSION.—Draw practical lessons. The care of the mother ant, or queen—how to treat our mother. No selfishness in the home, each does work faithfully. Watch how the little ants always stop to speak to each other when they meet. They are courteous.

Lesson 29—Wood Folk of One's Own Vicinity

AIM.—To awaken the pupils' interest in the animals about them. To deepen their kindness toward them.

INTRODUCTION.—Make a list of the wood animals, wild by nature, that the pupils can name in their vicinity,—the birds, the beasts, and creeping things.

LESSON.—Try to classify them as to their structure, habits, and food. Notice that each has a home adapted to its nature. Who knew the nature of all animals so as to name them? Gen. 2: 19. Encourage search for new animals either large or small, in the vicinity.

CONCLUSION.—Why study these animals? Job 12: 7, 8. If they are to be our teachers, how are they to be treated? We must get close to them to study them, hence, be quiet and gentle and use your eyes and ears. A good lesson in self-control—we must be quiet else all nature hides.

Lesson 30—Curious Animals

MEMORY VERSE: Jer. 13: 23

AIM.—Another step into the broad field of God's created works, each step to bring the pupils nearer the Creator.

INTRODUCTION.—Review lesson 23, on "Curious Birds."

LESSON.—Talk about the best known curious animals, the four-handed ones, monkeys. These include the ape, the gorilla, the chimpanzee, and the orang-outang. The spider monkey uses five hands. Study the kangaroo, whose babies jump into her pocket for protection. Take up other curious animals given in the nature books, all created for a purpose.

CONCLUSION.—Many animals can be tamed, but their structure remains the same. The beautiful coat of the leopard can never be changed. Draw the lesson taught in the memory verse.

ture of the great company, the sick on mats, and a multitude of eager listeners, gathered about him near the Sea of Galilee. In the fields near by were sowers and reapers, busy at work. Explain what Jesus said. Sowed good seed, not mixed with weeds; in his own field; during the night, when not seen by any one, he thought; an enemy, some one who had a spite at him and took this way to get even; sowed tares, weeds that would grow and choke the good plants; went his way, did not need to cultivate them, they would surely grow. Tell how the raindrops fell, and the sunshine warmed the seed bed; soon the little blades appeared, and they all looked alike. He was clever to sow the kind of seed that would not be noticed till it was too late to pull them up. Tell when noticed, the request of the servants, and the reply of the master. Tell what Jesus said, explaining so children can understand. Dwell upon Matt. 13: 40, 41. Talk about the harvest, picture the servants at work, and tell the story of the great harvest in the end of the world. It will be just as real as the harvest here. Make plain that the righteous and the wicked are to live together in this world till the end, no millennium; never will all become good seed; the tares are to be destroyed.

CONCLUSION.—Tell how in the country where Jesus was talking men really did do such things, sow weeds in the field of an enemy. Teach lesson about the treatment of an enemy. Jesus took this way to teach his disciples about his work in the earth. We are either wheat or tares, and shall have to be among one class or the other. When we give up self, Jesus changes our hearts, and we become the good seed. Let us use our ears to hear only the good, and not let the enemy put bad thoughts into our minds. If bad thoughts are sown, only what shall we reap?

HELP.—“Christ’s Object Lessons,” pages 32-34, 70-75. Good pictures in these pages.

Lesson 27 — Parable of the Net

MEMORY VERSE: Matt. 13: 49

AIM.—To deepen the lesson taught by the parable of the tares; to teach that we are to give others the truths we learn.

INTRODUCTION.—Review the parable of the tares, and tell how Jesus gave many pictures in trying to teach truths about the kingdom of heaven. Show or sketch pictures of fishing net, and describe the

multitude gathered about Jesus as he tells the parable.

LESSON.—Tell about earthly kingdoms and how they are set up. Explain the meaning of the kingdom of heaven, and tell how this whole earth is to become the kingdom of Jesus. He said his kingdom is like a net,—a net to catch fish. “Cast into the sea”—they were by the sea, where men were fishing. “Gathered of every kind”—good and-bad fish. Picture the toll of bringing the full net to the shore. There were all kinds of fish in that sea, some even poisonous. Busy time separating them; no use made of the bad ones. “So shall it be at the end of the world.” Explain step by step. “Casting the net,” preaching the gospel. There are different ways of preaching the gospel. Show how even children can tell of salvation through Jesus by their lives. The gospel gathers both good and bad into the church. These are not to be separated till the end of the world. The work of separating not given to men. No hope of being saved after the separation. When the disciples said that they understood what he said, he taught them that it was their duty to give it to others. Matt. 13: 51, 52.

CONCLUSION.—Bring out the facts as to how these fishermen knew the good fish from the bad. Lev. 11: 9-12. By their looks they were known. By our looks and actions we are known. We are to live among the unrighteous till the end, but the fruit of our lives tells to which class we belong. What is our duty? Read Eze. 33: 11 to show that God does not desire the destruction of any.

HELPS.—“Christ’s Object Lessons,” pages 94, 95, 122, 123; “Desire of Ages,” page 333.

Lesson 28 — The Transfiguration

MEMORY VERSE: 1 Thess. 4: 16, 17

AIM.—Through this story to impress the importance of hearing and obeying Jesus.

INTRODUCTION.—Sketch a map of Palestine and locate Cæsarea Philippi, near which Jesus was when he spoke what is recorded in Matt. 16: 28. Tell of the sadness that filled the hearts of the disciples. Verse 21.

LESSON.—“After six days,” after he told them of his coming death. Give word picture of the journey up the lonely mountain. “Desire of Ages,” pages 419-425. “Transfigured,” changed. His inward

glory, "divinity from within flashed through humanity." Prayer opened the golden gate of the city of God. "His face did shine as the sun." Heavenly visitors talked with him. Explain the classes these two visitors represent. Apply to the memory verse. A cloud overshadowed them, showing the presence of God as in the tabernacle. The voice, God acknowledges his Son. "Hear ye him." They humbled themselves in God's presence. Tell how the entire night was spent on the mount, and how the disciples wanted to linger longer; but there was work to be done for the people. Jesus could have returned to heaven with Moses and Elijah, but he was faithful to the sacrifice he had determined upon, and remained to die for us.

CONCLUSION.—God tells us that Jesus is his Son, and that we are to hear him. Refer to some plain things he said to children, and close with pointed questions.

HELP.—"Desire of Ages," chapter 46.

Lesson 29 — Blind Man Healed (John 9)

MEMORY VERSE: John 9: 25

AIM.—To deepen the faith of the children in Jesus, that he truly is the life and the light of the world.

INTRODUCTION.—Talk about how Jesus went about doing good,—healing the sick, stilling the storm, raising the dead. He had wonderful ways of helping. He did not live to be helped, but to help others. Matt. 20: 28.

LESSON.—The lesson tells how he helped a poor blind man. "As Jesus passed by;" in his journey he found opportunity to let his light shine, to be a blessing to somebody. "Who did sin?" They thought that God sent disease as a punishment. Jesus showed them God's mercy and love, in giving sight to the blind. Give word picture of the scene and the happy change in the man. Tell of his willing witness for Jesus. He taught them that now is the time to do good to others, to let their light shine.

CONCLUSION.—As God sent Jesus into the world, so we are sent. John 20: 21. Show how children can be lights in the world, especially in the home, if they have Jesus with them. John 1: 4. Teach what may be done on the Sabbath day. Do not neglect questions to learn how much of the lesson is grasped.

HELP.—"Desire of Ages," chapter 51.

Lesson 30 — Wedding Supper (Matt. 22: 1-14)

AIM.—To prepare the minds of the children for the lesson to be learned from this parable; to explain the parable; to lead children to accept the invitation and to become servants to extend the call to others.

INTRODUCTION.—Talk about invitations to weddings. Tell about the elaborate weddings in the country where Jesus lived. Question about the story.

LESSON.—The parable is to teach something more about his kingdom — this earth when he is king. In the story, picture this rich king who loved his son, planning to do him great honor. Had many servants to carry invitations, first to those who had homes and a good business. "They would not come." Too busy, satisfied with their own pleasure and business. Other invitations sent out; great preparations. Picture servants hastening from one home to another, saying "Come." All too busy, one to his farm, etc. Others, more cruel, destroyed the servants. The king punished these ungrateful subjects, and burned their city. Next call sent to the poor people in the streets. They were not expecting a call, but they heard and gladly came. They put on proper garments prepared by the king. One came unprepared. Had no excuse. Put outside in the dark. "A certain king," God the Father. The marriage feast, when Jesus takes his children home to the city of God. First Vision, "Early Writings." Call of the king, high honor; the gospel invitations. The twelve and the seventy, the first servants sent out. After Christ's death, the second invitation sent out to the Jews, which was rejected, and the servants put to death. Punishment, Jerusalem destroyed. Third to Gentiles. Jesus invites all to come, to share his love and care, to put on the wedding garment (Christ's righteousness. Explain). One without a wedding garment, did not desire to honor the king, to give up his way and live for Jesus. He is now examining the records in heaven to see how many have on the wedding garments. All who have not, soon to be cast out.

CONCLUSION.—Read Rev. 19: 9. The story is to teach us about that great supper and who will enjoy it. Teach the necessity of getting ready for the wedding, also the blessedness of extending the invitation to others to prepare for that great day.

fled from their presence with their natures all changed, the stronger ready to devour the weaker.

What brought the greatest sadness to this family? Yes, the death of Abel. Then they better understood what Jesus meant when he said, "Thou shalt surely die." How sad that first funeral on earth must have been! That was the beginning of such sad times, and soon we shall see the end, or the last funeral. What great scene will end the funerals on earth? What is it, John? O, there will be no one to bury the wicked when Jesus comes!

What does our memory verse say? That means that because Adam sinned all must die; but because Jesus gave his life, all will live again, the wicked and the righteous. But Ezekiel says that "the soul that sinneth, it shall die." That means that if I do not believe on Jesus as my Saviour, I shall have to die the second time because I sinned. All die because Adam sinned, but all who obey Jesus will be made immortal when Jesus comes and never die again. We will see how God looks upon death, Eze. 18: 32. You read it, James. What does he want us to do? If we turn to Jesus, then we live. We may lie down in the grave and sleep a little while, but Jesus is coming to awaken us, and give us immortal bodies, never to die any more. Then after a thousand years he will awaken the wicked, but they will only see what they have lost by sin, and will have to die a second death, never to have life again. Why does God ask us to turn and live? Yes, he loves us and wants us to live for his pleasure and our happiness. It is for this great change that is to come that everything is waiting. Rom. 8: 22. We must get ready for the change.

1. How are we to gain eternal life?
2. What did Adam's disobedience bring?
3. How did sin affect all plant life?
4. How did it affect animal life?
5. What did Adam lose?
6. What continually reminded Adam of his sin?
7. What very sad result soon came to him?
8. What will end all these sad scenes?
9. Why do the righteous as well as the wicked die?
10. How are all made alive again?
11. Who will die the second death?
12. What kind of bodies will be given the righteous when Jesus comes?
13. With what kind of bodies will the wicked be raised?

14. What becomes of the wicked?
15. How does God show his love for all?

Lesson 3 — Why Jesus Must Die

MEMORY VERSE: 1 Cor. 15: 22

AIM.— To teach that the great result of sin, death, could be removed only by the death of Jesus, and to help the pupils to appreciate the sacrifice made.

INTRODUCTION.— Briefly review the last lesson, making a list of the results of sin.

LESSON.— Man and all his possessions were under the power of the enemy, all lost by the sin of Adam and Eve. Jesus was, by his sacrifice, to buy it all back. And, too, "the act of Christ in dying for the salvation of man would not only make heaven accessible to men, but before all the universe it would justify God and his Son in their dealing with the rebellion of Satan." From "Patriarchs and Prophets," chapter four, get the simple story of the plan of redemption and of the inhabitants of other worlds. Review the part taken by angels, and how they showed their love.

CONCLUSION.— All must die as the result of Adam's sin. Teach that no one need die the second death unless he makes the unwise choice. Jesus died that we might all have life again; and that life may be eternal through obedience. Get the story from the children by questions.

Lesson 4 — How the Story of Salvation Was Told From Adam to Noah

AIM.— To place before the pupils a brief history of God's work for his children on earth during the period from Adam to Noah, and to strengthen their faith in the Bible record of that period.

INTRODUCTION.— Mention some historical facts about our country. Bring out the thought that we know these because they are written in history. Mention some facts known because they are told to us by other people.

LESSON.— How did Noah know about the story of Eden? His father, Lamech, lived over fifty years with Adam. Make a diagram on the board and show how Adam's life spanned Cain's and Abel's, Seth's and Enoch's, and nearly three hundred years of Methuselah's life, and fifty years of Lamech's life. Picture this Eden father with his children, multitude of grandchildren, and so on, listening to the story of the Eden home, the temptation, and the fall.

cleanse. Death is sure unless we are made whole by faith in him. Teach our duty to return to God our thanksgiving for his love and pardon. Ps. 50: 23.

HELP.—"Desire of Ages," chapter 27.

Lesson 34 — The Last Supper (Matt. 26: 17-30; John 13: 1-30)

MEMORY VERSE: 1 Cor. 5: 7, last part

AIM.—To help the pupils understand the memorials given, and to help them feel the need of remembering their Saviour.

INTRODUCTION.—Talk of memorials. Picture the upper chamber and the preparations for the Passover supper. Talk of this memorial, and tell of the sadness that filled the heart of Jesus.

LESSON.—Describe the scene that followed the supper. Jesus showed his love and willingness to serve. No servant present, so he became one. Explain the lesson taught, willingness to do any service to lead others to salvation. Describe the supper that followed. The broken bread a picture of what he did for us—his broken body. The wine a picture of the blood shed on the cross. A memory supper for all who belong to Jesus, to be eaten in loving remembrance of what he did for us.

CONCLUSION.—Jesus is our example. Show how he who serves is greatest; willing to deny self to please others; think of his love and try to please him.

HELP.—"Desire of Ages," chapters 71, 72. "In his life and lessons, Christ has given a perfect exemplification of the unselfish ministry which has its origin in God. God does not live for himself. By creating the world, and by upholding all things, he is constantly ministering for others."

Lesson 35 — Review Burial, Resurrection, and Ascension

MEMORY VERSE: Rom. 6: 4, 5

AIM.—To impress the fact that Jesus is a real Saviour, having passed through the tomb; that he is alive today, and pleads for us in heaven.

INTRODUCTION.—Begin with the garden of Gethsemane. Give word picture of the scene: Just a short distance from Jerusalem is a garden or park. Under some olive trees I see a man kneeling in prayer. Who is he? He feels the sins of the whole world, and he prays to his Father. Who can tell his words? In another part of the garden I see three other men. What are their names?

LESSON.—Briefly go over the story of the trial and crucifixion. Draw practical lessons from each. Always to pray God's will, not ours, be done. Some are for Jesus and some are against him. Which side are we on? Dangerous not to keep close to Jesus. Show how even children may deny Jesus. Touch other important points,—the sealed tomb, the guard, the preparation of the disciples for embalming, and their rest on the Sabbath. Picture the scene at the sepulcher in the early morning of the first day of the week, and the exciting time when the empty grave was found, the joy of the women when they found their risen Lord. Recall the scene that they witness six weeks later, the departure of that Lord from this earth. He is a great Saviour; saves from sin and the second death. All who love and obey Jesus may have no fear of death, simply going to sleep till he calls. Make this point plain.

HELP.—"Desire of Ages," chapters 74, 78, 82, 87.

THIRD TERM

Lesson 1 — Philip and the Eunuch (Acts 8)

MEMORY VERSE: John 5: 39

AIM.—To teach the missionary spirit of the lesson, and the necessity of prompt obedience.

INTRODUCTION.—Tell of the great trouble at Jerusalem, the persecution of the Christians, and how they left the city and went everywhere telling people about Jesus. Sketch a map, point out Samaria, and tell something of the people. They were looking for the Messiah, but were not so bigoted as were the Jews.

LESSON.—Give names of some who were scattered, and tell about Philip at a city in Samaria, earnestly preaching Jesus, and performing miracles. He had the same spirit as Stephen,—full of faith and love, brave and willing to obey God. Picture the stir of the people as they saw his works and heard his words, how the news spread and the crowds increased at the services; many converted and great joy in the city. Give the strange message that came to Philip: Go to a certain road, and go *now*. Emphasize the prompt obedience. As the story is told, let pupils discover the necessity for promptness.

Why not go down there tomorrow? Picture Philip on his journey over the lonely road; the query in his mind about the work to be done. He did not ask the angel *why* he was to go. He was working for Jesus, and he always obeyed his voice. "A man of Ethiopia," a land south of Egypt, including northern Abyssinia. A land far away, Philip was to learn that the gospel was for the world. "Under Candace," a name for a series of queens of that country. "Sitting in his chariot," reading *Esaias*, studying the Bible on his journey, no wasted moments. "Philip ran thither to him," had to hasten to be on time to do God's work. What if he had tarried one hour before starting? "How can I, except some man should guide me?" He needed a teacher, some one who knew Jesus. Millions are now in darkness and in need of the light of Jesus.

CONCLUSION.—Who will go and work for Jesus? Who will answer when he calls, and say, "Here am I; send me"? Many all about us who need the light. Can children be light bearers? How? Philip took that journey just for one soul; he left the crowd to help one. Emphasize prompt obedience.

HELP.—"Acts of the Apostles," chapter 11.

Lesson 2 — Paul and the Jailer (Acts 16)

MEMORY VERSE: Phil. 4: 6

AIM.—To show what faith will do, and to teach trust in and praise for God under discouraging circumstances

INTRODUCTION.—Sketch map and trace journey of Paul to Philippi. Tell of his work there and how the enemy tried to hinder it, and of Paul's helping the girl who was so sick with sin, a demoniac.

LESSON.—Picture the scene that followed the miracle, but omit the details of the cruelty to Paul and Silas. "At midnight Paul and Silas prayed"—a strange time and place for a prayer meeting and praise service, and stranger still the circumstances,—punished when not guilty, and suffering pain. "Suddenly there was a great earthquake." This was not asked for nor expected. They were just trusting God with faith to believe that he would be with them. God's mighty angels were there—all doors were opened, and all bands were loosed. Keeper excited, but Paul and Silas calm. Why the difference? Paul and Silas self-forgetful, ready to lead others to Jesus.

CONCLUSION.—Teach the importance of

the question the jailer asked. Is it as easy to be calm and sing praises when suffering for wrong deeds? Trust and obey Jesus, and nothing can harm you. Make a list of things in this lesson that faith did.

HELP.—"Acts of the Apostles," chapter 21.

Lesson 3 — Paul at Athens (Acts 17)

AIM.—To teach the reality of God, and to emphasize the missionary spirit of the lesson.

INTRODUCTION.—Talk about the works of God about us, the flowers, the trees, and the animals; then the unseen things, electricity and air. Show the reality of the latter as well as the former. Paul knew that God, the Creator, was just as real as the things he saw, and he tried to teach others this truth. Review his experience at Philippi, and trace his journey to Athens.

LESSON.—Give a word picture of Athens and of its inhabitants. "Waited for them at Athens," the greatest of cities of that day, because of the preeminence of its poets, orators, and philosophers. On its hills stood famous temples and statues, the greatest being the statue of Athena, from which the city was named. Saw the city full of idols, gods at every turn, said to be easier to find an idol than a man. Tell how this sight affected Paul, and of his earnest effort to tell the inhabitants the truth. They were especially interested in new doctrines (verse 21), and Paul was ready for the opportunity to teach them about the true God, the Creator.

CONCLUSION.—Paul taught that all who dwell on the earth are of one blood, for God is the creator of all. This great God is real, and by his Spirit is leading and caring for each of us. The Creator of all things is the true God. Teach our relation to those in the darkened parts of earth, and our duty to them regarding the truth God has revealed to us. Read Paul's discourse, and ask questions

HELP.—"Acts of the Apostles," chapter 23.

(Lesson 3 Developed)

(Holding up a flower) What is this? How do you know that it is a flower? You see it, and you were taught to call it a flower. If you could not see it, how could you find out what it is? Yes, you could feel it and smell it. You know that it is a real thing because you can feel it, and see it, and smell its perfume.

Who can tell me something you saw this morning on your way to school that you know is real, because you saw it and could take hold of it? Henry: "I saw the trees, and I know they are real." Agnes saw a horse; Willie saw an automobile. "I saw a street car," said Henry. What was the horse doing, Agnes?—"He was drawing a wagon." And, Henry, what was drawing the street car?—"Electricity." Did you see it?—"No." How do you know it was electricity?—"That is what men call it." Is it a real thing?—"Yes." How do you know it is real?—"I see what it does." That is right. We know it is real because we see its power manifested; it does things. Tell me something else that we cannot see but know that it is real because we see what it does. (Give experiment to show the power of air, and talk about the wonders of the wind.)

In the same way, children, we know that God is real. We see his wonderful works every day. By his power we live, the flowers and plants grow, the birds fly, and the fishes swim. He made everything and keeps everything alive. He causes the earth to turn around to bring us day and night; and he causes the sun, moon, and stars to travel in perfect order. We know all about this,—what a real, true God our God is; but there are many people who do not know this today, just the same as there were when Paul lived on this earth. Paul knew the true God, and he went from place to place to tell the people about this wonderful God who created all things, and cares for us all, day and night, and is near us all the time.

Who remembers the name of the place where Paul was in our last lesson? (Sketch map, and let pupil point out Philippi.) What happened to Paul while there? Who was with Paul? How was God's power shown when Paul and Silas prayed? What was the greatest thing that happened that night? Yes, the conversion of the jailer and his family. It was God's power that changed them and gave them new hearts. How did Paul know that the jailer was changed? Yes, by what he did.

But Paul had to leave there because some of the Jews did not like him and wanted to do him harm. We shall follow him on his journey. (Trace on map, stopping at Berea.) He could not stay long at Berea, but he left Silas and Timothy there, and some of his friends took him by boat over the sea to another city. (Sketching water and islands) Let me

picture something on the board to make us think of that sea on which they were to sail. We shall have this for one of the beautiful green islands which they passed, and these for the palm trees on the island. Then down here we shall have another island, for they passed many islands. Now let us close our eyes just for a moment and try to picture that boat sailing over the blue water of the sea. What do you suppose they were talking about as they sailed along? Yes, I suppose Paul was sad to think that the people of Philippi would not believe in Jesus their Saviour. But his thoughts were soon turned to other people, for they came in sight of another city. Before they reached the shores, they saw something sparkling and shining on top of a hill. This the friends told Paul was the statue of the goddess Athena, one of the idols which the people of Athens worshiped. The city was named after that idol.

This was Paul's first visit to this, the most noted city of those days. Within its walls were four hills, on the top of the tallest of which stood the statue they had seen in the distance. There were numerous other statues and many fine temples on these hills. A great many wise (as the world sees it) men lived there and had lived there,—men who wrote histories, men who wrote about the wonderful things in nature, those who painted noted pictures, those who carved out fine statues, and those who made great speeches. It was also a city of great wealth, so many people had nothing to do but to meet and talk. People came from all parts of the world to see the works of men's hands, and to hear the wise men talk. They were always ready to hear something new; so when Paul came, they were ready to hear what he had to say.

The first thing that he noticed as he entered the city was the multitude of idols. At every turn he saw a different one, and he was ready to believe that it was "easier to find an idol than a man." See him as he walks along and gazes upon these man-made gods! Imagine his surprise as he finds one "TO THE UNKNOWN GOD." By this time his heart was burning with a desire to tell these people about the God whom they were ignorantly worshiping. He soon found the place where the Jews worshiped, and was preaching to them about Jesus, in whom they did not believe. Then he learned about the gatherings at the market places, so every day he went there to preach to the people. He told them about

CONCLUSION.—We do not have to battle with the Midianites, but we have enemies. Self is the giant one. Apply to temptations of children. God will deliver all who are determined to overcome, and they may shout the victory. "Trust and obey, for there's no other way."

Lesson 14 — Review Story of Elijah and Elisha

AIM.—To teach loving trust in God, to listen to the "still small voice," and that the prayer of faith will be answered. To draw the following lessons: Our thoughts are known to God; we have unseen helpers; God alone can cleanse us from sin; treat others as we like to be treated.

INTRODUCTION.—Talk about idols, and tell how Ahab led Israel to sin. Speak of messages, and the agencies God uses to carry his messages. A messenger is one sent. Tell of Elisha's taking up work of Elijah. His first great act was the same as the last of Elijah's. By questions recall similar miracles.

LESSON.—Talk of Elijah's sudden appearance before the wicked king, and his message, and how he fearlessly gave it. Describe its fulfillment. Emphasize Elijah's faith in God, and the reward. Show the unnatural methods,—water from a brook in a drought; meat brought by a bird that feeds on carrion; provided for by a poor widow in a famine. He walked by faith. Briefly tell the story of the test at the altar, and the answer of the prayer for rain. In the story of his flight and return, emphasize the "still small voice," and show how the voice speaks to us. Picture the final reward of Elijah's faith and trust. Speak of the preciousness of life, and the Giver of life. Note the hospitality of the mother at the Shunammite's home, and the appreciation on Elisha's part. Make vivid by presenting the boy's side of the story after he was restored to life, as to how he must have felt. Would he try to please the Giver of life? 2 Kings 4: 8-37. In the story of Naaman, note that it was his pride that hindered his immediate restoration. When he was humble and obedient, he was cured. 2 Kings 5: 1-14. The experience at Dothan teaches that faith sees things unseen and that God watches over his children. God told Elisha what his enemy said in his bedroom. Give word picture of Elisha and his servant surrounded by the enemy. Prayer opens the eyes. Emphasize the kindness shown to his enemies. 2 Kings 6: 8-23.

CONCLUSION.—Elijah was fed by trusting in God. Others were starving, while the widow's family was fed. Why? Show that by sharing, things increase. Read what Jesus says, and explain. John 6: 35, 51. Tell how we are near the time when many will be rewarded as was Elijah,—go home without dying. If we want this reward, we must walk and talk with Jesus. References: 1 Kings 17; 18: 1, 2, 17-46; 1 Thess. 4: 13-17; Prov. 11: 24; 2 Kings 2: 1-11. Jesus created all things and gave to all life; he alone can raise to life. Read John 11: 25. He put the spirit of Elijah into Elisha's heart; it was his own loving Spirit; he will give us this same Spirit; and when he comes, he will give us eternal life. When we say naughty words or do anything wrong, it leaves sin in our hearts; then we, like Naaman, are sick, and we must be cleansed or we will perish. Who alone can cleanse? Show steps to be taken. Emphasize the thought that God knows our thoughts. Simple questions will reveal how much is understood.

Lesson 15 — Story of Ruth

MEMORY VERSE: Ruth 1: 16

AIM.—To teach the wise choice and willingness to help in the daily toil of the home.

INTRODUCTION.—Talk about famine. Sketch map of Canaan and mark Bethlehem.

LESSON.—Tell of the famine there and picture the family of four journeying to Moab. Sketch on map. Tell the sad story of their stay there; of the return of Naomi to Canaan. Mark two paths, one leading upward and the other downward; sketch Naomi and Ruth taking the upward path and Orpah the other. Why? Follow Ruth briefly to the home of Boaz, and tell how she was David's great-grandmother.

CONCLUSION.—It pays to make a wise choice. She turned to worship the true God, and he blessed her. He is the same God today. Teach kindness and helpfulness in the home. Close with pointed questions.

Lesson 16 — Daniel in the King's Court

MEMORY VERSE: 1 Cor. 10: 31

AIM.—To show the necessity of temperance in eating and drinking; that a sound body means a sound mind with which to glorify God.

INTRODUCTION.—By questions review the

captivity and the journey to Babylon. Sketch the city and locate the king's palace.

LESSON.—Tell of the four boys chosen to live in the palace to be educated for the king's service. Note their humility, not exalted as most young men would be. Why? They were living for God, who gave them all they possessed. Speak of the crucial moment, how they sought God, and in a courteous way made their request. Tell what followed. Make real the examination day and the results. They were faithful in little things, and prepared for that day. They were wise. Note that at home in youth they had learned all this. They would not eat away from home what they had been taught was harmful. They learned true temperance,—"a moderate use of all things good, and a total abstinence from all things harmful." Note their surroundings, yet they were brave and true to God.

CONCLUSION.—Not always easy to say no when urged to do wrong. God is our helper. Urge the necessity of fully deciding to be true temperance boys and girls. God, who is greater than King Nebuchadnezzar, is looking for strong boys and girls, to fit them for a great work. Who will be chosen? Mention some of the temptations that allure the youth of today to gratify appetite. Reference: "Story of Daniel the Prophet."

Lesson 17 — Daniel Interprets the King's Dream

AIM.—To show that God alone can reveal future events; to emphasize the fact that he hears and answers earnest prayer; to help pupils to see that things do not happen.

INTRODUCTION.—Talk about dreams, and by questions recall Joseph's dreams. They revealed the future.

LESSON.—Tell how, after Daniel and his friends were graduated, they were still in the king's palace. Read Nebuchadnezzar's dream, and relate what followed. Give word picture of the four young men in their room that memorable night in earnest prayer. They had learned to ask their Father in their childhood; now they could trust him when death stared them in the face. Did it just happen that these boys were there at this time? God had a message, and they were chosen to be there to give it. Make an imaginary visit to the court the morning that Daniel was brought before the king. Note the king

in his glory, the servants, the wise men, the teachers, all standing there waiting for Daniel's message.

CONCLUSION.—Daniel had learned to go to God in small troubles; now he could ask help when his life was at stake. He was servant of the Heavenly King, and he had a message for the great earthly king. He gave all glory to God. There is a plan for each of our lives. Try to impress this fact.

Lesson 18 — Daniel in the Lions' Den

MEMORY VERSE: Ps. 91: 15, 16

AIM.—To show that our first duty is to God; to help pupils to feel the need of stated times for prayer; to strengthen trust in God, who has power over all nature.

INTRODUCTION.—Review briefly Daniel's experience in the last lesson. Tell something of the king's experience after that, how the kingdom passed away, and another king ruled.

LESSON.—Tell of Daniel's position given by the new king, the jealousy of the other officers, and their plan to turn the king against Daniel. Sketch his home, and give a word picture of his fearless devotion. Could he not have prayed in secret? He honored the king, but his first duty was to God. Tell of the scenes that followed, the king's kind words to Daniel, and the king's sleepless night. Show picture of Daniel in the lions' den. Describe the scene at this place next morning. Note his answer to the king's question. Ask for a text on this. Ps. 34: 7. Tell how God was honored.

CONCLUSION.—Make application of practical points; of trusting in God, and of being brave to honor him. Pray at night for God's care, and give thanks; in the morning give thanks and seek help for the day; and at noon remember others especially who need our prayers. Speak of dangers seen and unseen; and our only safety.

Lesson 19 — Prophecy of Jesus' Birth

MEMORY VERSE: Zech. 9: 9

AIM.—To give a clearer understanding of prophecy, and to deepen the child's confidence in it; to show that all great events in this world are announced by God, through his servants.

INTRODUCTION.—Talk about messages, the one sent by Noah. Be sure that the word messenger, one sent, is understood.

Sometimes angels come, the visitors of Abraham and Lot. Review how God revealed the future to Nebuchadnezzar; that is prophecy.

LESSON.—The lesson today is about something that was to happen in the town of Bethlehem. Micah 5: 2. Tell how many prophets had spoken of this event. Recall the promise to Adam. Tell how the very time was told by Daniel. Dan. 9: 25. Every Jewish family was anxious that their home should be the one in which this wonderful Babe should be born. Even Eve hoped that she might have this precious Gift. Describe the little home among the hills in the town of Nazareth, and tell of the angel's visit to Mary, and his wonderful message. Tell how God sent a message to her cousin with the joyful news that a baby boy was to be born at their home, and his name given. Mal. 4: 5 and Matt. 11: 14 give the prophecy. Tell how prophecy shows that the time is near for Jesus to come again, not as a babe, but as a king.

CONCLUSION.—Do you think that Mary was sad when she received her message? God wants messengers now to tell that Jesus is coming again. Show how even children can be messengers. All the prophecies of God have come to pass up to this time, and all will come to pass. Test how much the pupils have comprehended.

Lesson 20—Birth of Jesus

AIM.—To deepen the love of the children for God and his greatest Gift. To help them to appreciate the loving care of parents for helpless babes.

INTRODUCTION.—Review the promise made to Mary, and talk of her joy in getting ready to care for the wonderful Babe. Was she sure he would be given to her? How sure? She believed the angel's message. She was poor, so nothing elaborate was prepared.

LESSON.—Tell of the people's going to Bethlehem to pay money to the king. Sketch town, marking stable. If children are familiar with the story, get points from them. With a doll, represent swaddling clothes. Emphasize the lowly birth, the precious gift, and the love of God, who always gives the best. Do we do so? Recall the love of Jesus when he offered to come to this world, to be just as we are so he could help us. Speak of the helplessness of babes and the tender care of the parents. Get from children the part the angels acted in celebrating this great

birthday. It meant so much, hence their joy.

CONCLUSION.—Who were the happiest people in Bethlehem that memorable day? Tell how we may have Jesus in our homes by his Spirit, and how this will bring joy and peace and gladness.

Lesson 21—Childhood and Youth

MEMORY VERSE: Luke 2: 40

AIM.—To set before the children the loving, obedient spirit of Jesus as a child.

INTRODUCTION.—Sketch a map; trace the journey from Egypt back to Nazareth.

LESSON.—Picture that home among the hills; how Jesus grew, manifesting a loving, obedient disposition, ever ready to help and bless others. Like Daniel, his mother was his teacher, and God's Word and nature were his books. "Every child may gain knowledge as he did." Speak of the trials and temptations to which he was subject. Make real his childhood life by talking of his playmates. Tell of their yearly visits to Jerusalem. Take an imaginary trip with the family, over hills, through villages, by mountains, being joined by other families. Tell of the experience in losing Jesus at the age of twelve. Show picture in "Desire of Ages." He was doing the work he came to do. Show his obedience.

CONCLUSION.—Children please Jesus when they are loving and obedient. Try to make practical the latter. He was tempted just as children are now, and they may overcome as he did; he studied God's Word and prayed to his Father. Question to draw out the main points.

Lesson 22—Baptism of Jesus

AIM.—To teach that Jesus did things to leave us an example; that he pleased his Heavenly Father, and that he will help us to please him.

INTRODUCTION.—Show a pattern, and tell about its use. Show how we pattern after people. Recall the birth of John, and tell of his work when a man.

LESSON.—Describe his meeting by the river; tell about whom he was preaching. Tell how Jesus left his home and came to unite with the people who were preparing for the kingdom. Try to make vivid the scene that followed. Show picture. Make plain that Jesus was sinless, but he took this step to leave an example. Note that he was buried beneath the water; note also the solemn prayer and the answer.

CONCLUSION.—We are his sons and

daughters if we follow his pattern. 1 John 3: 2. The Father was well pleased with Jesus. If we follow him, he will be well pleased with us. Talk of not being ashamed to follow him. Apply to the lives of children. We want the "Well done" said to us.

Lesson 23—Jesus in the Wilderness

MEMORY VERSE: Matt. 4: 4

AIM.—To teach how Jesus was tempted; he suffered temptation to be able to save the tempted.

INTRODUCTION.—Talk about a wilderness. By questions, get the children's idea of temptation. Tell some story to show that in order for us fully to feel sorry for others, we must have passed through similar circumstances.

LESSON.—Recall the baptism; tell how Jesus entered the wilderness, where he communed with the Father. Describe his surroundings, and his condition after forty days' fast. Tell how Satan approached him, and what followed. Jesus could have made bread, but that would have been using his heavenly power to please self. He taught us not to live for self. He had the Word with which to answer. Ps. 119: 11. Show how every temptation is to gratify self, whether appetite, pride, or power, dwelling on appetite. Note why Jesus suffered all this, and tell of the angels coming to him.

CONCLUSION.—"Jesus pleased not himself." He came to do his Father's will. Remember, if it is to please self, it is not to please Jesus, unless we fully please to please Jesus. Note the love of Jesus.

Lesson 24—How to Meet the Tempter

MEMORY VERSE: Matt. 4: 10, 11

AIM.—To help the children to meet temptation as Jesus met it, "It is written."

INTRODUCTION.—Review last lesson, emphasizing the thought of the nature of a tempter.

LESSON.—Question about how to do certain things, as running machinery, riding a wheel, and different things in the school work. The way to do things must be learned, and so requires study and effort on the part of the learner. To be able to answer questions on the subject one must know something of that subject. Temptation comes from a tempter, so if we are able to meet the tempter, we must know how—must study what the Word says about him, and how our great Helper

met him. He had studied and had answers prepared. He could say, "It is written." He had learned how, and he was rewarded by overcoming.

CONCLUSION.—We must learn in the same way, by study and prayer. Read Heb. 4: 15, 16, and explain. Teach that the tempter comes in different forms, many times through playmates. Get ideas of children by questions.

Lesson 25—The Centurion's Servant

AIM.—To increase the faith of the children in the word of Jesus, that he has power over life and death. To increase their desire to call on him in trouble.

INTRODUCTION.—Question to obtain the children's idea of Jesus' mission to this earth. Bring out the fact that he lived in the home, and left a perfect pattern. Now we are going to study his life, as he went about doing good.

LESSON.—Tell where he went after his temptation. First recall some of his first miracles. Then sketch the Sea of Galilee, and mark Capernaum. Describe the centurion's home, note his help for the Jews, his kindness to his servants, and the sickness of one. Tell of Jesus' coming to Capernaum, his meeting with the centurion, who showed marked faith in Jesus' word, and how he was rewarded.

CONCLUSION.—Why did Jesus heal the servant? Not because the centurion had helped the Jews, but because he felt the need of Jesus' help. Make plain that our needs recommend us to God. He "heal-eth all thy diseases." He is always ready to help, but we must trust him. He speaks and it is done. Recall some of his wonderful works. Do not neglect the questions to test the knowledge gained.

HELP.—"Desire of Ages," chapter 32.

Lesson 26—Parable of the Tares

MEMORY VERSE: Matt. 13: 30, 43

AIM.—To teach that the good and the bad are not to be separated till Jesus comes, but the difference should be plainly seen; to impress upon the mind that we reap what we sow.

INTRODUCTION.—Show the real plants, or make a sketch of wheat and tares. Get the idea of pupils about the origin of weeds. Show seed, and talk about planting and harvesting. The scene is changed; Jesus and the disciples are in a house.

LESSON.—Recall the parable of the sower. Jesus tells another story, of seed sown in the same ground. Give word pic-

ture of the great company, the sick on mats, and a multitude of eager listeners, gathered about him near the Sea of Galilee. In the fields near by were sowers and reapers, busy at work. Explain what Jesus said. Sowed good seed, not mixed with weeds; in his own field; during the night, when not seen by any one, he thought; an enemy, some one who had a spite at him and took this way to get even; sowed tares, weeds that would grow and choke the good plants; went his way, did not need to cultivate them, they would surely grow. Tell how the raindrops fell, and the sunshine warmed the seed bed; soon the little blades appeared, and they all looked alike. He was clever to sow the kind of seed that would not be noticed till it was too late to pull them up. Tell when noticed, the request of the servants, and the reply of the master. Tell what Jesus said, explaining so children can understand. Dwell upon Matt. 13: 40, 41. Talk about the harvest, picture the servants at work, and tell the story of the great harvest in the end of the world. It will be just as real as the harvest here. Make plain that the righteous and the wicked are to live together in this world till the end, no millennium; never will all become good seed; the tares are to be destroyed.

CONCLUSION.—Tell how in the country where Jesus was talking men really did do such things, sow weeds in the field of an enemy. Teach lesson about the treatment of an enemy. Jesus took this way to teach his disciples about his work in the earth. We are either wheat or tares, and shall have to be among one class or the other. When we give up self, Jesus changes our hearts, and we become the good seed. Let us use our ears to hear only the good, and not let the enemy put bad thoughts into our minds. If bad thoughts are sown, only what shall we reap?

HELP.—"Christ's Object Lessons," pages 32-34, 70-75. Good pictures in these pages.

Lesson 27 — Parable of the Net

MEMORY VERSE: Matt. 13: 49

AIM.—To deepen the lesson taught by the parable of the tares; to teach that we are to give others the truths we learn.

INTRODUCTION.—Review the parable of the tares, and tell how Jesus gave many pictures in trying to teach truths about the kingdom of heaven. Show or sketch pictures of fishing net, and describe the

multitude gathered about Jesus as he tells the parable.

LESSON.—Tell about earthly kingdoms and how they are set up. Explain the meaning of the kingdom of heaven, and tell how this whole earth is to become the kingdom of Jesus. He said his kingdom is like a net,—a net to catch fish. "Cast into the sea"—they were by the sea, where men were fishing. "Gathered of every kind"—good and-bad fish. Picture the toll of bringing the full net to the shore. There were all kinds of fish in that sea, some even poisonous. Busy time separating them; no use made of the bad ones. "So shall it be at the end of the world." Explain step by step. "Casting the net," preaching the gospel. There are different ways of preaching the gospel. Show how even children can tell of salvation through Jesus by their lives. The gospel gathers both good and bad into the church. These are not to be separated till the end of the world. The work of separating not given to men. No hope of being saved after the separation. When the disciples said that they understood what he said, he taught them that it was their duty to give it to others. Matt. 13: 51, 52.

CONCLUSION.—Bring out the facts as to how these fishermen knew the good fish from the bad. Lev. 11: 9-12. By their looks they were known. By our looks and actions we are known. We are to live among the unrighteous till the end, but the fruit of our lives tells to which class we belong. What is our duty? Read Eze. 33: 11 to show that God does not desire the destruction of any.

HELPS.—"Christ's Object Lessons," pages 94, 95, 122, 123; "Desire of Ages," page 333.

Lesson 28 — The Transfiguration

MEMORY VERSE: 1 Thess. 4: 16, 17

AIM.—Through this story to impress the importance of hearing and obeying Jesus.

INTRODUCTION.—Sketch a map of Palestine and locate Caesarea Philippi, near which Jesus was when he spoke what is recorded in Matt. 16: 28. Tell of the sadness that filled the hearts of the disciples. Verse 21.

LESSON.—"After six days," after he told them of his coming death. Give word picture of the journey up the lonely mountain. "Desire of Ages," pages 419-425. "Transfigured," changed. His inward

glory, "divinity from within flashed through humanity." Prayer opened the golden gate of the city of God. "His face did shine as the sun." Heavenly visitors talked with him. Explain the classes these two visitors represent. Apply to the memory verse. A cloud overshadowed them, showing the presence of God as in the tabernacle. The voice, God acknowledges his Son. "Hear ye him." They humbled themselves in God's presence. Tell how the entire night was spent on the mount, and how the disciples wanted to linger longer; but there was work to be done for the people. Jesus could have returned to heaven with Moses and Elijah, but he was faithful to the sacrifice he had determined upon, and remained to die for us.

CONCLUSION.—God tells us that Jesus is his Son, and that we are to hear him. Refer to some plain things he said to children, and close with pointed questions.

HELP.—"Desire of Ages," chapter 46.

Lesson 29 — Blind Man Healed (John 9)

MEMORY VERSE: John 9: 25

AIM.—To deepen the faith of the children in Jesus, that he truly is the life and the light of the world.

INTRODUCTION.—Talk about how Jesus went about doing good,—healing the sick, stilling the storm, raising the dead. He had wonderful ways of helping. He did not live to be helped, but to help others. Matt. 20: 28.

LESSON.—The lesson tells how he helped a poor blind man. "As Jesus passed by;" in his journey he found opportunity to let his light shine, to be a blessing to somebody. "Who did sin?" They thought that God sent disease as a punishment. Jesus showed them God's mercy and love, in giving sight to the blind. Give word picture of the scene and the happy change in the man. Tell of his willing witness for Jesus. He taught them that now is the time to do good to others, to let their light shine.

CONCLUSION.—As God sent Jesus into the world, so we are sent. John 20: 21. Show how children can be lights in the world, especially in the home, if they have Jesus with them. John 1: 4. Teach what may be done on the Sabbath day. Do not neglect questions to learn how much of the lesson is grasped.

HELP.—"Desire of Ages," chapter 51.

Lesson 30 — Wedding Supper (Matt. 22: 1-14)

AIM.—To prepare the minds of the children for the lesson to be learned from this parable; to explain the parable; to lead children to accept the invitation and to become servants to extend the call to others.

INTRODUCTION.—Talk about invitations to weddings. Tell about the elaborate weddings in the country where Jesus lived. Question about the story.

LESSON.—The parable is to teach something more about his kingdom — this earth when he is king. In the story, picture this rich king who loved his son, planning to do him great honor. Had many servants to carry invitations, first to those who had homes and a good business. "They would not come." Too busy, satisfied with their own pleasure and business. Other invitations sent out; great preparations. Picture servants hastening from one home to another, saying "Come." All too busy, one to his farm, etc. Others, more cruel, destroyed the servants. The king punished these ungrateful subjects, and burned their city. Next call sent to the poor people in the streets. They were not expecting a call, but they heard and gladly came. They put on proper garments prepared by the king. One came unprepared. Had no excuse. Put outside in the dark. "A certain king," God the Father. The marriage feast, when Jesus takes his children home to the city of God. First Vision, "Early Writings." Call of the king, high honor; the gospel invitations. The twelve and the seventy, the first servants sent out. After Christ's death, the second invitation sent out to the Jews, which was rejected, and the servants put to death. Punishment, Jerusalem destroyed. Third to Gentiles. Jesus invites all to come, to share his love and care, to put on the wedding garment (Christ's righteousness. Explain). One without a wedding garment, did not desire to honor the king, to give up his way and live for Jesus. He is now examining the records in heaven to see how many have on the wedding garments. All who have not, soon to be cast out.

CONCLUSION.—Read Rev. 19: 9. The story is to teach us about that great supper and who will enjoy it. Teach the necessity of getting ready for the wedding, also the blessedness of extending the invitation to others to prepare for that great day.

HELPS.—"Christ's Object Lessons," pages 307-319; "Early Writings," pages 14-20.

Lesson 31—The Ten Virgins (Matthew 25)

MEMORY VERSE: Matt. 25: 13

AIM.—To teach the necessity of being ready, to live right each day; to explain the parable and make application.

INTRODUCTION.—Talk about Jesus' being our Master, and of his soon coming to this earth again. Question about those who are ready and those who are not. Compare with the days of Noah. Recall the lesson of the wedding supper.

LESSON.—Give a word picture of the wedding party—the lighted house in the distance, the ten girl friends with lighted lamps waiting to join the bridal party. Tell of the long waiting, and the results. Make vivid the scene that followed the cry, "Behold, the bridegroom cometh." The foolish virgins were careless, tried to borrow in time of need. Midnight no time to buy. Their efforts a failure and the door is closed. Too late, the last chance gone. Jesus calls five of those girls wise; they were thoughtful, made preparations, a wise choice. They had lamps. These represent Christians who have God's Word and study it, for they had oil, the Holy Spirit, to give them light. The other five were foolish; had the Word, but failed to seek the Holy Spirit, without which the Word is of no value. They thought only of the present joys and did not seek help divine. They represent Christians who profess to be waiting for Jesus, but are not ready, do not pray and strive to do right. They, in time of need, ask help. One cannot receive the Holy Spirit for another. Eze. 14: 20. "What the oil is to the lamp, the Holy Spirit is to the Christian." Tell when this parable applies, and how the door will be closed.

CONCLUSION.—Tell of the similarity of the two parties: all wanted to go, had lamps and oil flasks, all patiently waited. The foolish five knew that they must have oil and be ready, but were careless about it. Apply to boys and girls who say, "I don't care." Jesus told his disciples to watch, to be ready. Show how we must watch our thoughts, our words, our actions, habits, and companions.

HELP.—"Christ's Object Lessons," pages 405-424.

Lesson 32—The Prodigal Son

MEMORY VERSE: Prov. 28: 13

AIM.—To teach God's pitying love for those who stray far from him.

INTRODUCTION.—Sketch or show picture of a pleasant home. Talk of the happiness where all live for each other and to please God.

LESSON.—Read Luke 15: 11-32. Picture the sad home and the deceived boy who thought he was happy because of his freedom to do as he liked; a good time and plenty of friends as long as money lasted. Evil companions led him deeper and deeper into sin. Treasures of his young manhood wasted. Picture his forlorn condition, "came to himself"—the enemy's power broken; follow him to the home; see the forgiving love of the father encircling him; no chiding because of past sins; clothes him in his own rich robe, and prepares a reception for him.

CONCLUSION.—Read Ps. 103: 13; Jer. 31: 34, teach that God just as willingly receives and forgives us as did the father the prodigal son. Isa. 44: 22 says, "Return unto me; for I have redeemed thee." He will take away from us our sins and give us pure hearts and lives.

HELP.—"Christ's Object Lessons," pages 198-211.

Lesson 33—The Ten Lepers Cleansed (Luke 17: 11-19)

MEMORY VERSE: John 15: 3

AIM.—To show God's power over disease and to teach gratitude to God.

INTRODUCTION.—Talk about diseases, curable and incurable.

LESSON.—Describe a leper, and tell how he must be treated; the sadness that must come to one who is thus afflicted. Recall the healing of Naaman. 2 Kings 5. Tell about Jesus' journey to Jerusalem; trace his journey on the map; he passes village after village; picture the excitement as the news of his presence spreads. Picture the ten men standing afar off, calling for mercy and help; his ready answer—but they had a part to act; they must have faith to be healed or they would not dare to go; they started by faith and were rewarded. Note the thankfulness of the Samaritan—he a stranger, the others professing to know God.

CONCLUSION.—All are sick with the incurable disease of sin, and only Jesus can

cleanse. Death is sure unless we are made whole by faith in him. Teach our duty to return to God our thanksgiving for his love and pardon. Ps. 50: 23.

HELP.—"Desire of Ages," chapter 27.

Lesson 34 — The Last Supper (Matt. 26: 17-30; John 13: 1-30)

MEMORY VERSE: 1 Cor. 5: 7, last part

AIM.—To help the pupils understand the memorials given, and to help them feel the need of remembering their Saviour.

INTRODUCTION.—Talk of memorials. Picture the upper chamber and the preparations for the Passover supper. Talk of this memorial, and tell of the sadness that filled the heart of Jesus.

LESSON.—Describe the scene that followed the supper. Jesus showed his love and willingness to serve. No servant present, so he became one. Explain the lesson taught, willingness to do any service to lead others to salvation. Describe the supper that followed. The broken bread a picture of what he did for us—his broken body. The wine a picture of the blood shed on the cross. A memory supper for all who belong to Jesus, to be eaten in loving remembrance of what he did for us.

CONCLUSION.—Jesus is our example. Show how he who serves is greatest; willing to deny self to please others; think of his love and try to please him.

HELP.—"Desire of Ages," chapters 71, 72. "In his life and lessons, Christ has given a perfect exemplification of the unselfish ministry which has its origin in God. God does not live for himself. By creating the world, and by upholding all things, he is constantly ministering for others."

Lesson 35 — Review Burial, Resurrection, and Ascension

MEMORY VERSE: Rom. 6: 4, 5

AIM.—To impress the fact that Jesus is a real Saviour, having passed through the tomb; that he is alive today, and pleads for us in heaven.

INTRODUCTION.—Begin with the garden of Gethsemane. Give word picture of the scene: Just a short distance from Jerusalem is a garden or park. Under some olive trees I see a man kneeling in prayer. Who is he? He feels the sins of the whole world, and he prays to his Father. Who can tell his words? In another part of the garden I see three other men. What are their names?

LESSON.—Briefly go over the story of the trial and crucifixion. Draw practical lessons from each. Always to pray God's will, not ours, be done. Some are for Jesus and some are against him. Which side are we on? Dangerous not to keep close to Jesus. Show how even children may deny Jesus. Touch other important points,—the sealed tomb, the guard, the preparation of the disciples for embalming, and their rest on the Sabbath. Picture the scene at the sepulcher in the early morning of the first day of the week, and the exciting time when the empty grave was found, the joy of the women when they found their risen Lord. Recall the scene that they witness six weeks later, the departure of that Lord from this earth. He is a great Saviour; saves from sin and the second death. All who love and obey Jesus may have no fear of death, simply going to sleep till he calls. Make this point plain.

HELP.—"Desire of Ages," chapters 74, 78, 82, 87.

THIRD TERM

Lesson 1 — Philip and the Eunuch (Acts 8)

MEMORY VERSE: John 5: 39

AIM.—To teach the missionary spirit of the lesson, and the necessity of prompt obedience.

INTRODUCTION.—Tell of the great trouble at Jerusalem, the persecution of the Christians, and how they left the city and went everywhere telling people about Jesus. Sketch a map, point out Samaria, and tell something of the people. They were looking for the Messiah, but were not so bigoted as were the Jews.

LESSON.—Give names of some who were scattered, and tell about Philip at a city in Samaria, earnestly preaching Jesus, and performing miracles. He had the same spirit as Stephen,—full of faith and love, brave and willing to obey God. Picture the stir of the people as they saw his works and heard his words, how the news spread and the crowds increased at the services; many converted and great joy in the city. Give the strange message that came to Philip: Go to a certain road, and go *now*. Emphasize the prompt obedience. As the story is told, let pupils discover the necessity for promptness.

Why not go down there tomorrow? Picture Philip on his journey over the lonely road; the query in his mind about the work to be done. He did not ask the angel *why* he was to go. He was working for Jesus, and he always obeyed his voice. "A man of Ethiopia," a land south of Egypt, including northern Abyssinia. A land far away, Philip was to learn that the gospel was for the world. "Under Candace," a name for a series of queens of that country. "Sitting in his chariot," reading Esaias, studying the Bible on his journey, no wasted moments. "Philip ran thither to him," had to hasten to be on time to do God's work. What if he had tarried one hour before starting? "How can I, except some man should guide me?" He needed a teacher, some one who knew Jesus. Millions are now in darkness and in need of the light of Jesus.

CONCLUSION.—Who will go and work for Jesus? Who will answer when he calls, and say, "Here am I; send me"? Many all about us who need the light. Can children be light bearers? How? Philip took that journey just for one soul; he left the crowd to help one. Emphasize prompt obedience.

HELP.—"Acts of the Apostles," chapter 11.

Lesson 2 — Paul and the Jailer (Acts 16)

MEMORY VERSE: Phil. 4: 6

AIM.—To show what faith will do, and to teach trust in and praise for God under discouraging circumstances.

INTRODUCTION.—Sketch map and trace journey of Paul to Philippi. Tell of his work there and how the enemy tried to hinder it, and of Paul's helping the girl who was so sick with sin, a demoniac.

LESSON.—Picture the scene that followed the miracle, but omit the details of the cruelty to Paul and Silas. "At midnight Paul and Silas prayed"—a strange time and place for a prayer meeting and praise service, and stranger still the circumstances,—punished when not guilty, and suffering pain. "Suddenly there was a great earthquake." This was not asked for nor expected. They were just trusting God with faith to believe that he would be with them. God's mighty angels were there—all doors were opened, and all bands were loosed. Keeper excited, but Paul and Silas calm. Why the difference? Paul and Silas self-forgetful, ready to lead others to Jesus.

CONCLUSION.—Teach the importance of

the question the jailer asked. Is it as easy to be calm and sing praises when suffering for wrong deeds? Trust and obey Jesus, and nothing can harm you. Make a list of things in this lesson that faith did.

HELP.—"Acts of the Apostles," chapter 21.

Lesson 3 — Paul at Athens (Acts 17)

AIM.—To teach the reality of God, and to emphasize the missionary spirit of the lesson.

INTRODUCTION.—Talk about the works of God about us, the flowers, the trees, and the animals; then the unseen things, electricity and air. Show the reality of the latter as well as the former. Paul knew that God, the Creator, was just as real as the things he saw, and he tried to teach others this truth. Review his experience at Philippi, and trace his journey to Athens.

LESSON.—Give a word picture of Athens and of its inhabitants. "Waited for them at Athens," the greatest of cities of that day, because of the preeminence of its poets, orators, and philosophers. On its hills stood famous temples and statues, the greatest being the statue of Athena, from which the city was named. Saw the city full of idols, gods at every turn, said to be easier to find an idol than a man. Tell how this sight affected Paul, and of his earnest effort to tell the inhabitants the truth. They were especially interested in new doctrines (verse 21), and Paul was ready for the opportunity to teach them about the true God, the Creator.

CONCLUSION.—Paul taught that all who dwell on the earth are of one blood, for God is the creator of all. This great God is real, and by his Spirit is leading and caring for each of us. The Creator of all things is the true God. Teach our relation to those in the darkened parts of earth, and our duty to them regarding the truth God has revealed to us. Read Paul's discourse, and ask questions.

HELP.—"Acts of the Apostles," chapter 23.

(Lesson 3 Developed)

(Holding up a flower) What is this? How do you know that it is a flower? You see it, and you were taught to call it a flower. If you could not see it, how could you find out what it is? Yes, you could feel it and smell it. You know that it is a real thing because you can feel it, and see it, and smell its perfume.

Who can tell me something you saw this morning on your way to school that you know is real, because you saw it and could take hold of it? Henry: "I saw the trees, and I know they are real." Agnes saw a horse; Willie saw an automobile. "I saw a street car," said Henry. What was the horse doing, Agnes?—"He was drawing a wagon." And, Henry, what was drawing the street car?—"Electricity." Did you see it?—"No." How do you know it was electricity?—"That is what men call it." Is it a real thing?—"Yes." How do you know it is real?—"I see what it does." That is right. We know it is real because we see its power manifested; it does things. Tell me something else that we cannot see but know that it is real because we see what it does. (Give experiment to show the power of air, and talk about the wonders of the wind.)

In the same way, children, we know that God is real. We see his wonderful works every day. By his power we live, the flowers and plants grow, the birds fly, and the fishes swim. He made everything and keeps everything alive. He causes the earth to turn around to bring us day and night; and he causes the sun, moon, and stars to travel in perfect order. We know all about this,—what a real, true God our God is; but there are many people who do not know this today, just the same as there were when Paul lived on this earth. Paul knew the true God, and he went from place to place to tell the people about this wonderful God who created all things, and cares for us all, day and night, and is near us all the time.

Who remembers the name of the place where Paul was in our last lesson? (Sketch map, and let pupil point out Philippi.) What happened to Paul while there? Who was with Paul? How was God's power shown when Paul and Silas prayed? What was the greatest thing that happened that night? Yes, the conversion of the jailer and his family. It was God's power that changed them and gave them new hearts. How did Paul know that the jailer was changed? Yes, by what he did.

But Paul had to leave there because some of the Jews did not like him and wanted to do him harm. We shall follow him on his journey. (Trace on map, stopping at Berea.) He could not stay long at Berea, but he left Silas and Timothy there, and some of his friends took him by boat over the sea to another city. (Sketching water and islands) Let me

picture something on the board to make us think of that sea on which they were to sail. We shall have this for one of the beautiful green islands which they passed, and these for the palm trees on the island. Then down here we shall have another island, for they passed many islands. Now let us close our eyes just for a moment and try to picture that boat sailing over the blue water of the sea. What do you suppose they were talking about as they sailed along? Yes, I suppose Paul was sad to think that the people of Philippi would not believe in Jesus their Saviour. But his thoughts were soon turned to other people, for they came in sight of another city. Before they reached the shores, they saw something sparkling and shining on top of a hill. This the friends told Paul was the statue of the goddess Athena, one of the idols which the people of Athens worshiped. The city was named after that idol.

This was Paul's first visit to this, the most noted city of those days. Within its walls were four hills, on the top of the tallest of which stood the statue they had seen in the distance. There were numerous other statues and many fine temples on these hills. A great many wise (as the world sees it) men lived there and had lived there,—men who wrote histories, men who wrote about the wonderful things in nature, those who painted noted pictures, those who carved out fine statues, and those who made great speeches. It was also a city of great wealth, so many people had nothing to do but to meet and talk. People came from all parts of the world to see the works of men's hands, and to hear the wise men talk. They were always ready to hear something new; so when Paul came, they were ready to hear what he had to say.

The first thing that he noticed as he entered the city was the multitude of idols. At every turn he saw a different one, and he was ready to believe that it was "easier to find an idol than a man." See him as he walks along and gazes upon these man-made gods! Imagine his surprise as he finds one "TO THE UNKNOWN GOD." By this time his heart was burning with a desire to tell these people about the God whom they were ignorantly worshiping. He soon found the place where the Jews worshiped, and was preaching to them about Jesus, in whom they did not believe. Then he learned about the gatherings at the market places, so every day he went there to preach to the people. He told them about

Jesus and his resurrection. Some of the men called him a "babbler," and said he talked about strange gods. But they treated him well, and invited him to come to one of their places of meeting on the hill and talk to the people there.

I think Paul said in his heart, "Thank the Lord, now I can tell them there about the true God," and I think he went up that hill praying God to help him to say the right words. When he reached the place, they told him they wanted to know all about the strange things he had been telling at the market. Read his discourse, verses 22-31. What was the first thing he told them about the true God? Where did he say he does not dwell? Why do you think he told them that? Yes, because he saw so many idols. What did he tell them the true God gave them? What did he say about all nations? Then how should we feel toward people of the heathen lands? What did he tell them to do? What did he say about God that would teach them that he is a real being? Yes, we are his children, and our Heavenly Father is not like gold, silver, or stone, shaped by men to look beautiful. What command did he give them? Why should they repent? What caused them to turn against his words? They did not think it possible for man to be raised from the dead. Paul was ever ready to tell others about the true God, the Creator of all things. There are many all about us who do not know Jesus as a real Saviour, and shall we not try to follow Paul's example and watch for opportunity to tell them?

Lesson 4—John the Revelator

MEMORY VERSE: Rev. 1: 3

AIM.—To emphasize God's care over those who serve and trust him, and to teach that man cannot stop God's work.

INTRODUCTION.—Recall the days when Jesus was here on earth, and talk about those who were closely associated with him in his work.

LESSON.—Question to get the fact, if possible, from the children that John was called the one "whom Jesus loved." Tell of John's tender care of Jesus' mother after Jesus was taken away. John was ever busy working for Jesus, trying to get people to believe in him. He lived to old age, after all the other disciples were gone. He saw Jerusalem destroyed. Tell of the opposition of the Jews, how they hated John, and tried to stop his work. Tell of his call to Rome to be tried, and of the

false witnesses against him; of his deliverance from the pot of boiling oil, and his banishment to the isle of Patmos. They could not take his life, so sent him from men, but God and the angels were with him. Grand company! Describe the island. Left to "study divine power as recorded in the book of nature." It was a gloomy place, but he could read letters from his Heavenly Father written in cliffs and rocks and in the mighty waves of the sea. God did not hinder wicked men, but he brought good to his servant, and to us, and to all the world by giving the Revelation.

CONCLUSION.—Recall examples of others' suffering and good coming from it: Joseph, Job, and Daniel. We need not fear what man can do to us as long as we obey and trust God. Man did not stop God's work by banishing John. Give experiences where the present message goes on though men try to stop it. Men cast into prison and teach fellow prisoners.

HELP.—"Acts of the Apostles," chapter 56.

Lesson 5—The Dark Ages

MEMORY VERSE: Dan. 7: 24-26

AIM.—To teach facts concerning that period, and to deepen faith in God's prophetic word.

INTRODUCTION.—In simple language tell what the memory verse means, showing the picture representing the ten-horned beast.

LESSON.—Tell how, even while Paul lived, this power began to work. In order to carry out the purpose of this power, the people must not read the Bible; so for hundreds of years it could not be bought, and people were forbidden to read it, if they had it. Tell how Sunday crept in, and the true Sabbath "was pressed down a little lower." Give the date, 538 B. C., when the last of the three powers represented by the three horns was overcome, and the Papacy established. This was the beginning of the Dark Ages. Tell the position of the popes, bishops, priests; forgiving sins, acts of penance, and image worship. Pope Gregory proclaimed the Romish church perfect. Tell how other false doctrines came in.—natural immortality, consciousness in death, eternal punishment, etc. In the thirteenth century the Inquisition came in. Omit details of the cruelty of this power. Tell how during all those long years there were a few who were true to God and kept the true Sabbath. Refer to the Wal-

denses, especially the schools in the mountains and the part the children were taught to act.

CONCLUSION.—The words given to Daniel were fulfilled. There were true, faithful men and women then whom God could trust to carry his truth. Shall he not find in us true, faithful servants? He gave them wisdom to know how to work; he is the same today. They were willing to suffer for him; are we willing to suffer for him, if need be?

HELP.—"Great Controversy," chapters 3, 4.

Lesson 6—Wyclif and Other Reformers

AIM.—To teach the facts of their lives and works, and to encourage a spirit of standing for the truth.

INTRODUCTION.—Give the meaning of the word reformers, perhaps by telling some little story. Talk of the time when Bibles were very scarce, and how men were moved by the Spirit of God to search for truth.

LESSON.—Picture a home in England where an obedient boy labored faithfully to get an education; give the record he bore at school, his thoroughness, and how he studied the Scriptures, and finally translated the Bible into the English language. Tell of the great labor this involved, how God shielded his life, and how his work prospered. He now bears the name of "Morning Star of the Reformation."

Tell of John Huss and his wonderful dream, and of his giving his life for the cause of God. Give names of other prominent Reformers, and review some of Luther's work. Tell something of the work of John and Charles Wesley, of John Frith, who aided Tyndale, and how he advocated the seventh-day Sabbath. See "Great Controversy," page 248.

CONCLUSION.—Teach the reforms needed in these days. Who will stand for truth?

HELP.—"Great Controversy," chapters 5-9.

Lesson 7—The Bible Society and Its Work

AIM.—To acquaint the pupils with the facts, and to deepen their interest in the Bible and its work among men.

INTRODUCTION.—Show books and talk of their authors, then show some old books and tell how valueless they are because we have outgrown them; others up-to-date take their place.

LESSON.—Show the Bible, tell of its

Author, and tell how it was written. Tell of its value and its scarcity two hundred years ago, how at first it was written on parchment. Then tell how some Christian people in England saw how much this precious Book was needed in the world, and formed the British and Foreign Bible Society, in 1804, with the aim of having the Bible printed and sold so cheap that all the people could have copies. The American Bible Society was formed in 1816, with the same aim before it. At first its efforts were in this country, but they soon reached to the foreign fields, and the society is now endeavoring to print in every language, and to sell so low that even the poorest can have God's Word. In 1901 the society had 337 persons in foreign lands distributing Bibles. Missionaries aid them in this work. That society has a president and twenty-seven vice presidents. Mr. John Fox is the general secretary. Read in the *General Conference Bulletin* what he said at the General Conference. There were 3,691,000 Bibles sent out in 1912.

CONCLUSION.—Teach our duty in helping in this work. These Bibles go before us in the foreign fields. Try to impress the value of the Bible.

Lesson 8—John Paton

AIM.—By the study of this noble life to instill within the children love for the pure and holy, and to deepen the missionary spirit.

INTRODUCTION.—Picture the little cottage home on a farm in far-off Scotland, with a mansion near by. Tell of the humble father at his daily toil of making stockings, and of the glad day when a baby boy came to gladden the home.

LESSON.—This little baby was named John Gibson Paton, and his life was dedicated to God. Tell of his early childhood, surrounded by nature and carefully guarded by faithful, praying parents; his home changed to a small village,—give description, and note the room called the sanctuary. Tell of its sacredness, and of the influence the scenes enacted there had upon the lives of the children. Give some incidents of his school days and some facts about his first missionary work. After ten years of city work, he starts on his first missionary trip to foreign fields. Tell the reply of his parents when asked if he should go. "The Story of John G. Paton," page 50. Trace his journey to the New Hebrides, and tell something of the heathen land. Tell or read some of

the interesting experiences on Tanna (pages 91-99), and the sinking of the well on Aniwa (pages 327-338). Tell how this man lived to see the work of God fully established on the island of Tanna, which he had to abandon at first. Died in Australia, Jan. 28, 1907.

CONCLUSION.—Mr. Paton tried to follow Jesus in all he did and said. He tried to lead others in the right way instead of letting them lead him in the wrong way. He loved the souls for whom Jesus died. and was willing to do anything to save them. Teach the joy in true missionary work.

HELP.—"The Story of John G. Paton."

Lesson 9 — First Angel's Message

MEMORY VERSE: Rev. 14: 6-12

AIM.—To teach the children that we are living in the judgment hour, and that when it ends the day of salvation ends.

INTRODUCTION.—Talk of the events of yesterday, how easily told; the events of tomorrow, how impossible for man to tell! Explain the term prophecy. Speak of some familiar historical and prophetic events of the Bible. The lesson today is prophetic.

LESSON.—Read Rev. 14: 6-12. Note that the work of literal angels, to preach the gospel, is given to men. Show the importance of the message; to whom and how proclaimed. Locate the message; proclaimed in all parts of the world,—in America by Wm. Miller, in Asia by Wolff, in England by Irving. Give some particulars of William Miller's work. Tell the part the children acted in Sweden. "The Great Second Advent Movement," page 140. Tell how men believed what they preached, how they left crops unharvested. Picture the great disappointment, and explain why they were disappointed.

CONCLUSION.—Teach that the work of the judgment is the cleansing of the heavenly sanctuary, and how it began in 1844. When all cases are decided, Jesus will come. Explain the solemnity of this work and the need of a preparation for our part in it.

HELPS.—"The Great Second Advent Movement," chapter 6; "Thoughts on Daniel and the Revelation," pages 708-727.

Lesson 10 — Second Angel's Message

AIM.—To help the children understand the special message that is going to the world at this time.

INTRODUCTION.—Review the first angel's

message. Talk about the founding of Nimrod's kingdom and why it was called Babylon. Tell how in the prophecy Babylon is called a woman and means a church; a pure woman is a true church, and a bad woman a false church, one joined with the world.

LESSON.—Read the message. Babylon is fallen; the true church forsaking the truth in Jesus and refusing the first message. Tell some of the false doctrines, and how worldliness came into the church after 1844. Before that time, when one was converted, on the next appearance at church all the jewelry, feathers, and flowers were left off. After that time gradually the love of pleasure and of the world took possession of the churches.

CONCLUSION.—Teach that the love of the world is enmity with God. Those who are ready to meet Jesus will not be lovers of this world.

HELPS.—"Daniel and the Revelation," page 727; "The Great Second Advent Movement," pages 171-184.

Lesson 11 — Third Angel's Message

AIM.—To impress the importance of this last message, and to create a desire to help spread it.

INTRODUCTION.—Show pictures of the symbols of these messages, and review the work of the first two angels. Talk of the last of anything,—the last day of school, the last day of the year, the last day of life. The work of the third angel is the last work for Jesus on the earth.

LESSON.—Read what follows this work, and give word picture of that scene. Show picture of Jesus seated on the cloud. Try to impress the reality and the solemnity of that scene. Then turn to the message of warning that is to prepare a people to stand in that day. The world is in darkness regarding these events; what is the duty of those who have the light? Bring out the part children should act in this work. Explain what is meant by the worship of the beast and his image, and the receiving of the mark.

CONCLUSION.—Teach duty in time of danger. The angel cried with a loud voice, the warning to be heard by all. Who will give the warning? Teach that this may be given by words and deeds; some people will read the life who will not read a printed warning.

HELPS.—"Daniel and the Revelation," pages 745-747; "The Great Second Advent Movement," chapter 16.

Lesson 12 — Joseph Bates

AIM.—To help the children realize the emptiness of a worldly life in comparison with a Christian life. The world has nothing to offer, but God has all.

INTRODUCTION.—Show a water scene with a ship in the foreground. Question as to the knowledge of the class about sailing. Tell of the little boy in New England, Joseph Bates, who watched the sailors and longed to go sailing around the world to find out what he would see on the other side.

LESSON.—Tell how his wish was granted, and of the hard time he had so far from home among the hard-hearted sailors, and how he was made to do things he knew were wrong. Tell of the effects of bad company, and though he forgot God, when brought near death, God cared for him. By God's Holy Spirit he was led to give up bad habits and to read the Bible. Tell of his interest in any good cause to which his attention was called; as, antislavery, prohibition. He saw the falling stars. Always ready to believe anything he read in the Bible. He was the first Sabbath keeper in this message.

CONCLUSION.—Impress on minds of children that in everything Joseph Bates believed God, that he was anxious about those who did not know their duty to God, and gave up his sailing to teach them. He believed that Jesus was coming, and he wanted people to get ready. What is our duty?

HELPS.—"Life of Joseph Bates;" "The Great Second Advent Movement," pages 250, 251.

Lesson 13 — Uriah Smith

AIM.—To acquaint the children with one of the pioneers of the message.

INTRODUCTION.—Talk about how the message started, and mention some of the prominent men connected with it, as William Miller, Captain Bates, James White, and J. N. Andrews.

LESSON.—Picture a pleasant home among the mountains of New Hampshire at a place called West Wilton. There a young man named Uriah Smith lived. He heard about this message in 1852, and kept his first Sabbath that year. Refusing a salary of one thousand dollars a year, he began work in the printing office for a few dollars a week. Tell of his work as a minister and as the editor of the *Review* for many years, and of the books he wrote. His efforts were never tiring, for

his love for this message was great. Those who knew him best tell of his gentle disposition. He was loved by all who knew him.

CONCLUSION.—Why did he refuse one thousand dollars a year to work at printing for so small a salary? Teach the value of making a wise choice. Refer to Bible characters who made wise choices.

HELP.—"The Great Second Advent Movement," pages 320, 321.

Lesson 14 — The First Seventh-Day Adventist Paper

AIM.—To show how the work with the printed page began, and how wonderfully God has blessed it.

INTRODUCTION.—Show a copy of the *Review*, and talk about its field of usefulness.

LESSON.—Then show the picture of the first paper, *Present Truth*, as given in "The Great Second Advent Movement," page 277. Tell of the plan about publishing a paper in 1849, then picture Elder James White with his hand scythe mowing grass at seventy-five cents a day, to get money to print it. Point out on the map Rockyhill, Conn., and further picture Elder White walking eight miles and back to get the printing done; then make vivid the scene in his home as the family knelt and ask God to bless that first paper. Then see him, with a carpetbag (explain), carrying those copies back eight miles to mail them. Read some on the first page of paper. Give results that soon followed, and tell of the loads that now go to mail each week.

CONCLUSION.—Tell of the weekly visits that the *Review* makes each week to families all over the world. Speak of the many other papers in many languages that are published now. God's hand is guiding in this work, and soon it will be finished. Shall we let him guide us?

HELPS.—"The Great Second Advent Movement;" *Our Little Friend*, Vol. XXIV, No. 1, page 9; No. 3, page 28.

Lesson 15 — Our First Sabbath School

AIM.—To teach facts in denominational history, and to deepen the interest of the children in this branch of the message.

INTRODUCTION.—Have a talk with the pupils to obtain their knowledge of the history of the Sabbath schools. Sunday schools have been held for hundreds of years. Talk of the difference between the two.

LESSON.—Talk of the days of their grandparents when there were no Sabbath schools held; maybe the grandparents of some of the children will remember when the first Sabbath school was held, in Rochester, N. Y., in 1853. At that time the *Youth's Instructor* was printed monthly, and the lessons were printed in it. The children were told to read the lesson over several times, then look at the questions to see if they could answer them, and in that way learn their lessons. Talk of the *Little Friend*, and tell its age. Only thirty-six years since the children began to bring pennies to Sabbath school. In 1887, all the Sabbath schools gave \$10,615 to Africa, and after that the children began to give their pennies to build a boat, called the "Pitcairn," about which we shall study some day.

CONCLUSION.—Tell of the gifts now, and the goal for the next four years. Teach gratitude to God for a part in this great work.

HELP.—*Little Friend*, Vol. XXIV, No. 2, page 19.

Lesson 16 — Our Work in Asia

AIM.—To increase the faith of the pupils in the third angel's message, and to teach the facts about the work in Asia.

INTRODUCTION.—Show globe or map of the world, and talk about the inhabitants of different sections. Point out our country, and recount the early days of the message.

LESSON.—Sketch a journey from Honolulu to Hongkong, and picture a lonely brother on his way as a self-supporting missionary. This was in 1889. The man was Brother A. La Rue. Try to impress the spirit of love that prompted this move. Tell how other workers followed in 1902, and later doctors and nurses followed, till now there are hundreds of workers—men, women, and children—in the Far East, telling the people that Jesus is coming. Seven years ago there were only sixty converts in China, but today there are over one thousand souls rejoicing in Jesus. Millions yet in heathen darkness need the light. Tell something of their customs, to show the darkness.

In India the canvassing work began in 1893, when Brethren Stroup and Lenker went there. In 1895, Miss Georgia Burrus went to Calcutta and began work for the women. Tell something of the customs of the people and of the suffering of the little child widows.

CONCLUSION.—This work is of God, and

he calls for helpers and means. Try to inspire a love for those in darkness, and to create a desire to help them.

HELP.—"An Outline of Mission Fields."

Lesson 17 — Our Work in South America

AIM.—Same as in lesson 16.

INTRODUCTION.—Show map and take an imaginary trip from New York to Argentina. Tell something of the country and its inhabitants by making imaginary visits to the city and to the country.

LESSON.—Tell how a man's curiosity was aroused by reading in a newspaper about a baptism in Switzerland; how he wrote to Switzerland for literature, and as a result became a Sabbath keeper. This was in 1889. In 1891 canvassers were sent there. Tell of the work now, how it has spread, and of the thousands rejoicing in the truth. Point out Lake Titicaca, and tell of Brother Stahl's work among the Indians. Make an imaginary visit to a Sabbath keeper's home there.

CONCLUSION.—Teach that God's truth makes all one; the boys and girls of South America are our brothers and sisters, willing to sacrifice for the truth.

HELPS.—"An Outline of Mission Fields" and "The Story of Our Missions."

Lesson 18 — The Story of the "Pitcairn"

AIM.—To teach that God sends his truth to the honest hearted, no matter where they are.

INTRODUCTION.—Make use of the globe, pointing out some of the islands where the truth is going. Talk of the natives of those warm islands. Picture a journey over the trackless ocean.

LESSON.—Point out the island of Pitcairn, and tell how the news came to us of the godly people living there, and of the papers and tracts sent them by Elders White and Loughborough in 1876. Years later when J. I. Tay visited them, the whole island began to keep the Sabbath. Next, the children of America gave them pennies to build the "Pitcairn" to carry missionaries to this and other islands. Picture the departure of that ship in 1891, follow it over the deep, and visit the different islands as the ship makes its stop. Tell of the return of that ship and of subsequent trips, and of the different lands—Tahiti, Fiji, Raiatea, Rarotonga. In 1895 the work was planted in nine different groups, and now the number has greatly increased. Tell some of the interesting events among the natives of Pitcairn.

cairn Island as told in the "Story of Pitcairn Island," showing picture of their schoolhouse. The children never spend any money foolishly. Why?

CONCLUSION.—Teach how the prayers of the honest are heard in heaven, no matter if they do come from a lone island. Did it pay to give pennies and dimes to build a ship to send missionaries?

Lesson 19—The Time of Trouble

MEMORY VERSE: John 14: 1-3

AIM.—To give the children the knowledge of future events, to impress them with the importance of being ready, and helping others to be ready, for that day.

INTRODUCTION.—Talk of the troubles that are abroad in the land, as floods, fires, tornadoes, etc.

LESSON.—Read Dan. 12: 1. Explain the standing up of Michael, the closing of Christ's work as priest, and the deliverance of God's people. Picture the activity of the scene in heaven,—angels hurrying to and fro, and the giving of the solemn announcement of Rev. 22: 11. Then picture the scene on earth,—God's children to live without a Saviour to plead for them, while Satan has control of the wicked. Tell of the faith of God's children, a faith that will not fail, and of the fleeing time and God's protecting care by companies, of angels.

CONCLUSION.—Teach that now is the time to cultivate that faith. Talk of Jacob's trouble and his victory because he had previously confessed his sin. Put these quotations on the board: "We must take time to pray." "The young would not be seduced into sin if they would refuse to enter any path save that upon which they could ask God's blessing."

HELP.—"Great Controversy," chapter 39.

Lesson 20—Review Signs and Manner of His Coming

MEMORY VERSE: Rev. 14: 14-16

AIM.—To impress the facts about the subject, and to teach the necessity of being prepared for the event.

LESSON.—By questions bring out the facts that show that summer is near. What lesson did Jesus teach by these facts? Review the facts about the signs in earth, sea, and sky, giving the important dates,—May 19, 1780, and Nov. 13, 1833. Be sure that these dates are memorized, with the events connected with them. Give vivid word pictures of those

scenes, to deepen the impression. Point out more recent events in earth and sea,—earthquakes and tidal waves. Review the manner of Christ's coming, by picturing the disciples watching their Lord as he ascends. Show picture.

CONCLUSION.—Try to impress the fact that this same Jesus will come just as he went. He was a real being; we may expect a real Saviour to come again. That event is near, and we must be ready.

HELP.—"The Coming King."

Lesson 21—Review Events of His Coming

MEMORY VERSE: 1 Cor. 15: 51, 52

AIM.—To review the facts concerning this event, to deepen impressions on the minds of the pupils.

INTRODUCTION.—Review the previous lesson. Talk of our loved ones being buried from our sight, and how we long for the time when they shall come from their dusty beds.

LESSON.—Read 1 Thess. 4: 13-17, and give word picture of that day. Then read Rev. 6: 14-17. Contrast the two companies. Isa. 25: 9. Another company, still sleeping in their graves, are to be destroyed when they are raised. Tell how the wicked are destroyed by the brightness of Christ's coming.

CONCLUSION.—With which company shall we be? We are deciding each day. There is no way to escape being with one.

HELP.—"Great Controversy," chapter 37.

Lesson 22—The Great Bottomless Pit

MEMORY VERSE: Rev. 20: 1-3

AIM.—To teach the facts about the subject, and to prepare the pupils to meet error.

INTRODUCTION.—Review the last lesson, questioning about the three classes, as to where they are during the thousand years. The righteous are in heaven; the wicked dead are in their graves; the wicked who were alive at Christ's coming are slain upon the earth.

LESSON.—Read Jer. 4: 23-27; Rev. 6: 14. Give a word picture of the earth at this time, the home of Satan for a thousand years. He is shut up, as it were, in a "bottomless pit;" no way of escape, no one here to tempt; he is bound.

CONCLUSION.—Teach that this is the thousand years that people talk about as being a reign of peace all over the earth. The saints have peace in heaven, not here.

Try to impress again the fact that we must be among one of the three classes.

HELP.—"Great Controversy," chapter 41.

Lesson 23 — Review Jesus' Return to Earth

MEMORY VERSE: Rev. 21: 5, first part

AIM.—To establish the pupils in the truth about this event, and to inspire a determination to be among the inhabitants of the new earth.

INTRODUCTION.—Review the last lesson, bringing in the time for the last day of the thousand years to arrive. What next?

LESSON.—Read Rev. 21: 1-5. Make real by picturing the host of the redeemed in heaven preparing to return to this earth, upon which they spent their lives working for Jesus. Tell of the size of the city, and picture its descent to this earth, the mount becoming a plain, on which it rests. Try to impress the reality of the city, and the grandeur of this event.

CONCLUSION.—Jesus wants us all to be with him when he comes to this earth to dwell forever. Only the pure in heart shall dwell with him. Now is the time to get ready.

HELP.—Last chapter of "Great Controversy."

Lesson 24 — Resurrection of the Wicked

MEMORY VERSE: Rev. 20: 5, first part

AIM.—To teach what the Bible says about the second resurrection.

INTRODUCTION.—Question about the condition of the earth during the thousand years, and talk of the millions of wicked sleeping in their graves.

LESSON.—Read John 5: 28, 29. The first class came up a thousand years before, at the first resurrection. Now all the rest must come forth. When the city descends, the voice of Jesus calls, and all the wicked arise. Picture the vast multitude; contrast with saints. "The wicked bear traces of disease and death." They have no homes, no hope; the earth about them is stripped of its beauty, and in full sight is the home that they might have had. This will be a reality.

CONCLUSION.—Only the two places in that day,—inside the city, and outside the city. Every day we are deciding which place we shall occupy.

HELP.—"Great Controversy," last chapter.

Lesson 25 — Events About the City

AIM.—To make real these truths, and to encourage the work of overcoming.

INTRODUCTION.—Recall the last lesson, and question as to what the wicked and Satan will plan as they take in the situation.

LESSON.—Read Rev. 20: 7-9. Explain how Satan will be loosed. Picture that multitude planning to take the city, the speedy preparation, the marshaling of the armies, the appearance of Jesus on his throne high above the city, the song of praise to God from the redeemed, the cross revealed above the throne. All can see where they failed; none are ready to stand by their leader at that moment. Every knee bows, and all confess that God is just, but they still have hatred in their hearts. Then comes their destruction, and after their destruction come the new heaven and the new earth.

CONCLUSION.—Sing No. 5, "Christ in Song."

HELP.—"Great Controversy," last chapter.

Lesson 26 — Saints in Heaven

MEMORY VERSE: Dan. 12: 3

AIM.—To interest the pupils in the future reward of the righteous, and to show facts about the thousand years in heaven.

INTRODUCTION.—Talk about long journeys and the preparations for them. Review the events at Christ's coming, reading 1 Thess. 4: 17. Tell the journey as pictured in first vision given in "Early Writings." Read pages 14-17.

LESSON.—Picture the entrance to the heavenly city. It will be just as real as entering a city here at the end of a journey. No baggage to look after, and no settling of homes. The mansions are prepared. John 14: 1-3. Picture the company visiting the garden of Eden, with all its eternal beauty and the tree of life. Try to impress the reality of that day and that scene. Every heart will be satisfied. A thousand years to be spent with Jesus and his Father. There will be something to do.

CONCLUSION.—Only the pure in heart will take that journey. Rev. 20: 4 says that the saints are to reign with Jesus. There will be stars in each crown worn by those who reign. Now is the time to have the crown prepared.

HELPS.—"Our Paradise Home;" "Early Writings;" "Great Controversy," chapter 42.

Lesson 27 — Review About New Earth**MEMORY VERSE:** Isa. 35: 7, 8

INTRODUCTION.— Question about the earth when first created,—its beauty, the surface, no ragged mountains, everything perfect as God alone could make it. Talk about the condition now, and what brought the change.

LESSON.— Talk of God's promise to make all things new. Enlarge upon the memory verse. Show pictures of mountains. Read Isa. 41: 17; 43: 19, making plain the meaning of wilderness and desert.

CONCLUSION.— All the effects of sin will be destroyed from the earth. By man's sin came the change, and by Jesus will come all things new. Teach our duty to lead others to a knowledge of this glorious truth about the new earth.

HELP.—"Our Paradise Home."

Lesson 28 — Review About Plants, Animals, Air, Land, and Water of New Earth**MEMORY VERSE:** Isa. 11: 6, 7, 9

AIM.— To lead the thoughts of the pupils to eternal things.

INTRODUCTION.— Question as to the condition of these things in the beginning, the change that has come, and the condition at present. Show how conditions of the last days have affected these things.

LESSON.— Find out the knowledge of the pupils about these things in their renewed state. Read Eze. 34: 25-27; Rev. 22: 1, 2, and enlarge upon them, trying to make them real.

CONCLUSION.— Teach the love of God in preparing all these things for his children. Try again to impress the fact that now is the time to prepare for that home.

HELPS.—"Great Controversy," last chapter; "Our Paradise Home."

Lesson 29 — Review Man in New Earth**MEMORY VERSE:** Rev. 21: 4

INTRODUCTION.— Talk about man's condition on this earth; sin brought toil, sorrow, and death.

LESSON.— Jesus came to put an end to all these conditions. He lived here as a man, and died to pay the debt. He bought, for all who will live for it, a new home. There man will build a home and never have to move, and it will never grow old. Man will work, but not grow weary, and none will say, "I am sick." Isa. 33: 24. Read Isa. 35: 5, 6. Make vivid the scene. Isa. 65: 21, 22.

CONCLUSION.— Question as to the cost of these homes. Who will be there to build those everlasting homes?

HELPS.—"Great Controversy," last chapter; "Our Paradise Home."

Lesson 30 — The New Jerusalem

AIM.— To interest pupils in this the only enduring city, and to create a determination on their part to be among the inhabitants.

INTRODUCTION.— Talk about some of the large cities of earth, and how they are built. Tell of walled cities, and how they were built, Babylon, and how it fell.

LESSON.— Ask for the location of a city that will always stand. Read Revelation 21. Make vivid the beauties of that city as well as words can do so. It is a real place, with real streets and dwelling places. Talk about its inhabitants, and how Abraham desired to dwell there. He settled it in his life that he would be there. Tell how we may know that we shall be there. Rev. 22: 14. Contrast the condition of its inhabitants with those of our large cities.

CONCLUSION.— Jesus said, "In my Father's house," etc. Are we his children? Then it is our Father's home. Teach what it means to be his children.

HELP.—"Our Paradise Home."

DEPARTMENT OF EDUCATION

BULLETIN NO. 13

COURSES and STANDARDS

(Revised)

**COURSES OF STUDY
STANDARDS
BASIS OF CERTIFICATION
EXAMINATIONS**

Adopted by the Educational Council at
Pacific Union College, St. Helena,
California, June 4-14, 1915.



Issued by the
DEPARTMENT OF EDUCATION
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NOTE

This bulletin is a revision of Bulletin 13, entitled "Educational Council" and issued at the close of the council at St. Helena, California, in June, 1915. It contains all the changes requested at our conventions following the council that were adopted by subsequent balloting, with the addition of the regulations adopted in reference to examinations. This bulletin will be followed shortly by the complete report of the St. Helena Council, which will include all the matter in this bulletin, most of the papers and discussions, all the recommendations and committee reports, besides other valuable matter. Price, fifty cents. Order it through your tract society.

COURSES OF STUDY

ELEMENTARY COURSE

First Grade

- Bible and Nature.*— Stories of Creator and Saviour. Oral work. See Educational Bulletin, No. 12. Correlated work, language.
- Reading and Language.*— Blackboard or chart work, 6 to 12 weeks. True Education Reader Series, Book One. *Supplementary:* "Our Little Folks' Bible Nature," "Plant Life," "Wide-Awake Primer," "Arnold Primer."
- Spelling and Phonics.*— Correlated with reading.
- Manumetal.*— Gardening, cardboard sewing, paper work, care of schoolroom. Correlated work in language.
- Numbers.*— Correlated with manumetal work.
- Penmanship.*— Drills with Palmer System.
- Music.*— Rote singing, intonation, and simple rhythm.
- Drawing.*— (Including clay modeling.)

Second Grade

- Bible and Nature.*— Continued from first grade. See Educational Bulletin, No. 12. Correlated work continued.
- Reading and Language.*— True Education Reader Series, Book Two. *Supplementary:* "Animal Life," "Story of Joseph."
- Spelling and Phonics.*— Miss Hale's Speller, Part 1.
- Manumetal.*— Continued. Loom weaving.
- Numbers.*— Correlated with manumetal work.
- Penmanship.*— Continued.
- Music.*— Continued.
- Drawing.*— Continued.

Third Grade

- Bible and Nature.*— Oral work combined with seat work, reading and language from the Bible. See Educational Bulletin, No. 12.
- Reading and Language.*— True Education Reader Series, Book Three. *Supplementary:* "The House We Live In," "Uncle Ben's Cobblestones," "Christ Our Saviour," *Little Friend*.
- Spelling.*— Miss Hale's Speller, Part 2.
- Manumetal.*— Continued. Raffia.
- Numbers.*— Stone-Millis' Primary Arithmetic, Parts One and Two. Correlated with manumetal work.
- Penmanship.*— Continued.
- Music.*— Continued.
- Drawing.*— Continued.

Fourth Grade

- Bible.*— Bible Lessons, Book One.
- Nature.*— Bible Nature Series, Book One, with notebook work.
- Reading and Language.*— True Education Reader Series, Book Four. *Supplementary:* Selections from Hooker's "Child's Book of Nature," "First Book of Birds."
- Spelling.*— Miss Hale's Speller, Part 3.

Manumetal.—Continued. Sewing and cardboard work begun; paper work and loom weaving discontinued.

Arithmetic.—Stone-Millis' Primary Arithmetic, completed.

Penmanship.—Continued.

Music.—Sight Singing.

Drawing.—Continued.

Fifth Grade

Bible.—Bible Lessons, Book Two.

Nature.—Bible Nature Series, Book Two, with notebook work.

Reading and Language.—True Education Reader Series, Book Five. *Supplementary:* Selections from Hooker's "Child's Book of Nature," *Youth's Instructor*, "Friends and Foes in Field and Forest."

Spelling.—Miss Hale's Speller, Part 4.

Manumetal.—Continued. Knife and scroll saw work; domestic economy; basket work; keeping of practical accounts.

Arithmetic.—Stone-Millis' Complete, or Intermediate Arithmetic, Part One

Penmanship.—Continued.

Music.—Continued.

Drawing.—Continued.

Sixth Grade

Bible.—Bible Lessons, Book Three.

Nature.—Bible Nature Series, Book Three, with notebook work.

Reading and Language.—True Education Reader Series, Book Six, first part. *Supplementary:* Carpenter's Geographical and Industrial Readers, "The Desire of Ages," *Youth's Instructor*.

Spelling.—Hicks's Champion Speller, and correlated work from Bible Nature, and other studies.

Manumetal.—Continued.

Arithmetic.—Stone-Millis' Complete (Part Two, sixth year) or Intermediate Arithmetic completed.

Penmanship.—Continued.

Music.—Continued.

Drawing.—Continued.

Seventh Grade

Bible.—Bible Lessons, Book Four.

Geography.—Morton's Advanced, completed.

Physiology.—Coleman's Hygienic Physiology. One semester.

Reading.—True Education Reader, Book Six, completed. One semester. *Supplementary:* "The Acts of the Apostles," Carpenter's Geographical and Industrial Readers, Evans's "First Lessons in American History," "Dawn of American History in Europe," Wm. Nida.

Language.—Bell's "Natural Method in English," revised, to Lesson 138, page 205.

Spelling.—Hicks's Champion Speller, continued.

Manumetal.—Continued. Chair caning; bench work; cooking. Discontinue knife, scroll saw, and cardboard.

Arithmetic.—Stone-Millis' Complete (Part One, seventh year) or Advanced Arithmetic, Part One.

Penmanship.—Continued.

Music.—Continued.

Drawing.—Continued.

Eighth Grade

Bible.— Prophetic History. *Supplementary*: "The Story of Daniel," "The Seer of Patmos."
U. S. History.— Dickson's American History for the Grammar School. *Supplementary*: "United States in Prophecy."
Civics.— First Semester. *Supplementary*: "Rights of Man."
Agriculture.— Second semester.
Reading.— Continue with seventh grade class if pupils need further work in reading.
Language.— Bell's "Natural Method in English," revised, completed.
Spelling.— Hicks's Champion Speller, completed.
Manumetal.— Continued.
Arithmetic.— Stone-Millis' Complete or Advanced Arithmetic, completed.
Penmanship.— Continued.
Music.— Continued.
Drawing.— Continued.

ACADEMIC COURSE**Ninth Grade**

New Testament History.*
 Elementary Bookkeeping, General Science.
 Algebra.*
 Composition.

Tenth Grade †

Old Testament or Elementary Doctrines and Testimonies.
 General History.
 Physiology and Botany.*
 Rhetoric.

Eleventh Grade

Missions, Denominational History.
 Latin or Modern Language.
 E Plane Geometry.‡
 E Astronomy, Zoology.
 E Chemistry.
 E Physics.

Twelfth Grade

Bible Doctrines or Daniel and Revelation or Old Testament.
 Literature.
 Physics or Chemistry.
 Latin or Modern Language.
 E Algebra and Solid Geometry.
 E American History and Civics, or Astronomy and Zoology.
 E English.

* NOTE.— New Testament may exchange grades with Old Testament. Algebra may exchange grades with Physiology and Botany.

† NOTE.— Nine units are required for the tenth-grade certificate, one of which may be Drawing or Music instead of one Literary, and one of which must be Manumetal.

‡ NOTE.— The electives provided in the eleventh grade are to serve as a basis for schools to build their course; they are not to be placed before students for individual selection. No school should offer electives in this grade. Individual schools may choose one elective in the twelfth grade when Physics or Chemistry has been taken in the eleventh. It was further understood that the schools within the same college district should adopt a uniform course.

Voted, To adopt the semester plan in our colleges and academies.

Units Required for Graduation

For explanation, see page 12, paragraphs 9 and 10.

COLLEGE COURSE

<i>Subjects Required</i>	<i>Semester hours Years</i>	
Bible.....	12 to 16	2
English.....	8 to 10	1
History.....	6 to 8	1
Science.....	6 to 8	1
Language.....	12 to 16	2
Philosophy.....	6	1
Total.....	60 to 64	8

Subjects Elective *

Bible	Education
English	Language
Science	Mathematics
History	

* *NOTE*.—From the list of subjects required it will be seen that while a certain minimum of semester hours may be taken in the various subjects, yet this minimum may not be taken in all the subjects, for this would not reach the minimum total of 60 semester hours of specified subjects required for graduation. Classes may be arranged for any number of times a week from one to five in either required or elective subjects, provided the total number of semester hours taken reaches the minimum of 120 semester hours required for graduation. A semester hour represents the pursual of one study one hour a week for one semester.

Eligible to College Credits *

Normal.—Seven years (53 to 56 semester hours), excluding Manual Arts. See page 7, Normal Course.

Music.—Two years (12 to 16 semester hours) on complete Conservatory Course; 1 year (6 to 8 semester hours) on three-year Conservatory Course.

Oratory.—Not more than 1 year (6 to 8 semester hours).

Art.—Not more than one year (6 to 8 semester hours based upon 360 sixty-minute hours of work).

Commerce.—One general elective to be chosen from the following subjects: Accounting 2, one year (6 to 8 semester hours); Geography of Commerce, History of Commerce, Economics, Commercial Law, one-half year (3 to 4 semester hours) each.

* *NOTE*.—In their elective work the students are required to take not less than four years (24 to 32 semester hours) in the one department in which they major, and not less than three years (18 to 24 semester hours) in the department in which they minor.

Voted, To adopt the semester plan in our colleges and academies.

Voted, To adopt the grouping plan in our College Course.

MINISTERIAL COLLEGE COURSE *

<i>Subjects Required</i>	<i>Semester hours Years</i>	
Bible.....	18 to 24	3
History.....	12 to 16	2
Church History.....	6 to 8	1
English.....	6 to 8	1
Pastoral Training and Public Speaking	6 to 8	1
Philosophy.....	6 to 8	1
N. T. Greek.....	12 to 16	2
Total.....	82 to 88	11

<i>Subjects Elective</i>	<i>Semester hours</i>	<i>Years</i>
Science.....	6 to 8	1
Hebrew.....	12 to 16	2
History.....	6 to 8	1
English.....	6 to 8	1
Bible.....	6 to 8	1
Pastoral Training and Public Speaking	6 to 8	1
Pedagogy.....	3 to 4	$\frac{1}{2}$
Music.....	6 to 8	1

Total electives offered..... $8\frac{1}{2}$

* NOTE.—Out of a total of nineteen and one-half years offered, sixteen are required for graduation, eleven of which are required subjects and five elective. In terms of semester hours this means that 82 to 88 semester hours are required, and that sufficient additional hours from the electives must be taken to make a minimum total of 120 semester hours required for graduation.

Voted, That colleges may offer a fourteen-grade Ministerial Course within the limits of the Ministerial College Course.

Voted, That the Division Department appoint a committee to give further study to the field work connected with the Ministerial and Bible Workers' Courses, and report later to the Department.

NORMAL COURSE *

<i>Subjects Required</i>	<i>Semester hours</i>	<i>Years</i>
Education.....	12 to 16	2
Teaching and Methods.....	12 to 16	2
Manual Arts.....	6 to 8	1
Bible.....	6 to 8	1
Total.....	45 to 48	6

Subjects Elective

Normal..... 3 years

* NOTE.—A minimum total of 45 semester hours of specified subjects is required. A sufficient amount of elective work must be taken to raise this number to the minimum total of 88 semester hours required for graduation.

Voted, That college credit be not granted for the full seven normal years (53 to 56 semester hours) required in the Normal Course until our normal departments are fully standardized and approved by the Division Department.

Voted, To leave to the Division Department the naming of a diploma or certificate for eleven grades academic and one normal.

COMBINED BUSINESS AND SHORTHAND COURSE

(Prerequisite: Twelve Grades.)

First Year

	<i>Semester hours</i>	<i>Years</i>
Bookkeeping I.....	6 to 8	1
Shorthand I.....	6 to 8	1
Com. Arith. and Rapid Calculation.....	3 to 4	$\frac{1}{2}$
Business Spelling and English.....	3 to 4	$\frac{1}{2}$
History of Commerce or Economics.....	3 to 4	$\frac{1}{2}$
Geography of Commerce.....	3 to 4	$\frac{1}{2}$
Penmanship.....		Drill
Typewriting.....		Drill

COURSES AND STANDARDS

Second Year

	<i>Semester hours</i>	<i>Years</i>
Bible.....	6 to 8	I
Bookkeeping II.....	6 to 8	I
Shorthand II.....	6 to 8	I
Commercial Law.....	3 to 4	$\frac{1}{2}$
Com. Corresp. and Salesmanship.....	3 to 4	$\frac{1}{2}$
Penmanship.....		Drill
Typewriting.....		Drill

SHORTHAND COURSE

(*Prerequisite:* Twelve grades with Shorthand I in the twelfth grade and Typewriting as the drill.)

	<i>Semester hours</i>	<i>Years</i>
Shorthand II.....	6 to 8	I
Elective.....	6 to 8	I
Commercial Law.....	3 to 4	$\frac{1}{2}$
Geography of Commerce.....	3 to 4	$\frac{1}{2}$
Business Spelling and English.....	3 to 4	$\frac{1}{2}$
Com. Corresp. and Spelling.....	3 to 4	$\frac{1}{2}$
Penmanship.....		Drill
Typewriting.....		Drill

BUSINESS COURSE

(*Prerequisite:* Twelve grades with Bookkeeping in the twelfth grade and Penmanship as the drill.)

	<i>Semester hours</i>	<i>Years</i>
Bookkeeping II.....	6 to 8	I
Geography of Commerce.....	3 to 4	$\frac{1}{2}$
Hist. of Commerce or Economics.....	3 to 4	$\frac{1}{2}$
Commercial Law.....	3 to 4	$\frac{1}{2}$
Com. Arith. and Rapid Calculation.....	3 to 4	$\frac{1}{2}$
Business Spelling and English.....	3 to 4	$\frac{1}{2}$
Com. Corresp. and Salesmanship.....	3 to 4	$\frac{1}{2}$
Penmanship.....		Drill
Typewriting.....		Drill

Voted, That high-school graduates in taking the combined Shorthand and Business Course or the separate Business and Shorthand Courses, be required to have two years (12 to 16 semester hours) of Bible.

Voted, That one general elective in commerce be allowed in the College Course, the same to be chosen from the following subjects: Accounting 2, one year (6 to 8 semester hours): Geography of Commerce, History of Commerce, Economics, Commercial Law, one-half year (3 to 4 semester hours) each.

EDUCATIONAL STANDARDS

Elementary Standards

1. QUALIFICATIONS OF A TEACHER.

- (a) *General Education*.— At least 12 grades.
- (b) *Normal Training*.— Two years. This should be in addition to the 12 years, making 14 grades, thus completing the Normal Course. We recommend that mature students be allowed one year in the 12 grades, where the full Normal Course cannot be taken.
- (c) *Age*.— Eighteen years or over.
- (d) *Certification*.— The teacher must hold one of the regular certificates issued by the Department of Education, either general or union.
- (e) *Spirituality*.— The teacher must be a member, in good and regular standing, of some Seventh-day Adventist church.

2. AMOUNT OF WORK CARRIED.

Not more than six full grades, unless the membership is very small. Where all eight grades are represented in the school, we recommend an assistant. Under no circumstances should a teacher be expected to carry eight grades and teach classes in the ninth.

3. RESPONSIBILITIES OUTSIDE OF SCHOOLROOM.

- (a) Supervise all outdoor recreation.
- (b) Cooperate with parent in care of pupil in going to and from school.
- (c) Take an interest in church activities, especially in the weekly prayer meeting, Sabbath school, and Missionary Volunteer Society, guarding against being overtaxed.
- (d) The teacher should visit the homes of the patrons as frequently as possible.

4. HOME STUDY.

- (a) Grades 4-6, in general not more than one major subject.
- (b) Grades 7-8, in general not more than two major subjects.

5. LIBRARY.

At least one hundred volumes, selected from our leading denominational books, as "Patriarchs and Prophets," "The Great Controversy," "The Desire of Ages," "Early Writings," "Thoughts on Daniel and the Revelation," "The Story of Daniel," "The Seer of Patmos," "Education," "Counsels to Teachers," Volumes VI to IX of the Testimonies, "Christ's Object Lessons," "Ministry of Healing," "Steps to Christ," "The Acts of the Apostles," "The Great Second Advent Movement," a set of Encyclopedias (Funk and Wagnalls \$10 set recommended), Carpenter's Geographical and Industrial Readers, Supplementary Readers, our Junior and Senior Course books, missionary books, books on woodwork, sewing, gardening, and general manual work, supplementary books on United States History, Civics, and Elementary Science, an Academic or Collegiate dictionary (not the unabridged).

6. EQUIPMENT.

- (a) *General*.— Individual desks, suitable teacher's desk, recitation seats, one square yard of blackboard per pupil, crayon, erasers, rulers.
- (b) *Sanitary*.— Spigot or sanitary drinking fountain, individual drinking cups, individual or paper towels, lavatory or wash basin,

soap, mirror, clothes brush, shoe brush, broom, dust-pan, sweeping compound or sawdust saturated with coal oil, jacketed stove or other means of heating, thermometer, proper means of ventilation, sanitary toilets, ample light. Desks should be so arranged that light will come from behind and over left shoulder — never in front.

(c) *Bible*.— Such maps and prophetic charts as cannot be hand-made.

(d) *Geography*.— At least a twelve-inch globe, map of the hemispheres, map of each continent, map of the State in which school is situated. Maps should be in case if possible.

(e) *Nature*.— Such appliances as are necessary to demonstrate experiments called for in textbook.

(f) *Physiology*.— Paper manikins and such apparatus as is necessary to conduct experiments in demonstrating the text.

(g) *Manumetal*.— (1) Woodwork: One bench for every two pupils taking the course, and set of few tools — \$10 worth in each school. (2) Sewing: Needles, scissors, tape, thimbles. (3) Cooking and gardening: Home equipment may be used under general directions of teacher, the work to be done at school if possible; some kind of stove, cooking outfit, and dishes, for the cooking class. For gardening, a set of tools for each pupil, consisting of spade, hoe, rake, and trowel, and one tape or measuring rod.

7. LENGTH OF CLASS PERIOD.

Grades 1-4.....	10 to 15 minutes
Grades 5-8.....	15 to 20 minutes
Manual training.....	1½ hours a week
Drawing.....	30 minutes two days a week
Music and Penmanship.....	each 15 minutes 3 days a week

8. LENGTH OF DAILY SESSION.

Grades 1-3.....	3½ to 4 hours
Grades 4-8.....	5 to 6 hours

9. LENGTH OF SCHOOL YEAR.

At least 36 weeks, 174 days of school.

10. FINANCIAL MANAGEMENT.

Tuition and pledges in sufficient amount to provide for all items of expense. Pledges to be paid monthly for 12 months in the year. (For a complete financial policy, see "Council Proceedings," 1915.)

11. PROMOTION.

Hold six-week period tests. Average grades from these tests with daily class standing, on an equal ratio. This average is to be placed upon the pupil's report card, and counts 50 per cent on his final grade. The final examination counts 50 per cent. Seventy-five per cent is required as a minimum passing grade in any one subject, and an average of 80 per cent in final examinations for promotion. Conference examinations must be used in all finishing subjects. A pupil failing to pass in not more than two subjects may be allowed to enter the next grade, but must take those subjects again in the lower grade.

12. TO GO INTO EFFECT.

The provisions of this report are recommended to go into effect Sept. 1, 1917, but should be put into operation as much sooner as possible.

Academic Standards

A — *Spiritual Basis.*

1. That the determining standard in our academy education, and the continual touchstone of its success, be the spiritual power that permeates and constantly molds all its work as a direct result of according the Bible its rightful place in the instruction given, and of conducting the work of the school in full harmony with the principles of Christian Education given by the Spirit of prophecy.

2. That we affirm it as our belief that the presence of this power will result in the patient building of solid character in our students by proper disciplinary and cultural means, and in the development of efficiency for soul-winning; to deny either of these propositions is to deny the necessity for the Christian school and to affirm the futility of Christian effort.

3. That the realizing of such a spiritual standard will assure the strongest possible stimulus to thoroughgoing mental effort and to conscientious care of the bodily health through abstemious habits and useful labor.

B — *Technical Standards.*

1. That the full work of a teacher do not exceed twenty sixty-minute hours a week, including vocational or drill subjects, and providing that laboratory work be reckoned at half value the same as that of students. It is understood that on this basis a teacher do a reasonable share of committee, religious, and other general work in addition to his class work; and that the demands of each teacher's work on his time and strength be carefully considered in adjusting the work of the faculty.

2. That the preceptor and preceptress in homes of twenty-five students or more be not required to carry more than ten hours of class work a week, under the same general conditions as those specified for the full-time teacher.

3. That the academic attainments of a teacher be at least two years beyond the highest grade taught in the school, and include Education, General Method, Psychology, and one year of supervised teaching in the common branches based on the principles of Christian education.

4. That students spend an average of at least one hour and a quarter in the preparation of each lesson.

5. That the library of the ten-grade school contain at least 500 volumes; of the twelve-grade school, 1,500; of the fourteen-grade school, 2,500; these numbers to be selected for academy use, to exclude public documents, and to have at least an average purchase value of seventy-five cents each. The number of culture books should be about fifty per cent of the total, and include denominational, missionary, and Young People's books, with duplicates of those most used. The other fifty per cent should be well apportioned among the various lines of study. Besides books, there should be a reasonable variety of current magazines and papers.

6. That the science equipment be that adopted in the report of the Committee on Science Equipment.

7. That sufficient annual income be assured to cover operating expenses.

8. That the minimum value of a unit be the work done in thirty-six weeks of five forty-five-minute recitations, or its equivalent.

9. That the requirements for the tenth-grade certificate be as follows:—

Literary subjects	8 units
or	
Literary 7 and Drawing or Music 1, or Agriculture 1, to a total of 8.	
Manumetal (lessons and practice on a trade)	1 unit
Total	9 units

10. That the requirements for academic graduation be as follows:—

Literary subjects	16 units
or	
Literary 14 and Drawing or Music 1 and Physical Culture 1, or Agriculture 1, to a total of 16.	
Manumetal (lessons and practice on a trade completed)	2 units
Total	18 units

Special: Minimum standing of 85 per cent in Spelling, Reading, Penmanship.

11. Time Definition of Units

Literary (study, $1\frac{1}{4}$ hours; recitation, $\frac{3}{4}$ hour).— Two hours a day, ten hours a week, 360 hours a year.

Drawing or Music (practice and lessons).— Through two or more years to total of 360 hours.

Physical Culture (practice).— Total in four years, 360 hours. One-fourth unit a year is allowed on physical labor done to the amount of 15 hours a week, on condition that the physical culture class be taken at least once a week.

Manumetal (practice and lessons).— Five hours a week, 180 hours a year — one-half unit. Total in four years, 720 hours — 2 units.

12. That scrupulous cleanliness be maintained throughout all buildings, including toilets, bathrooms, and dust closets; that plumbing be kept in constant good repair; that premises be kept free from refuse, decaying vegetable matter, and other unsanitary debris; that buildings occupied by students or teachers be properly screened during warm weather, and that conditions favorable to the breeding of flies or mosquitoes be carefully removed and guarded against; that personal hygiene be diligently taught and required; and that sanitary drinking fountains or individual cups and individual towels be provided.

13. That the State requirements for fire protection be provided.

14. That the standards on library, science equipment, teacher qualification, and graduation take effect Sept. 1, 1917; but that meanwhile each school do all it can toward making them operative sooner.

College Standards

As a supplementary report on college standards, we recommend:—

1. That in the report adopted at the General Conference Educational Council in 1913, the first part of B-9 (a), "That the full work of the teacher be four regular classes, with a vocational class or its equivalent," be amended to read, "That the full work of a teacher

do not exceed twenty sixty-minute hours a week, including manual or drill subjects, and providing that laboratory work be reckoned at half value, the same as that of students."

2. That the minimum requirement for graduation be 120 sixty-minute hours or 160 forty-five-minute hours; that for graduation from the Ministerial College Course, experience in at least one continuous tent or hall effort of eight to twelve weeks be required; and that one season's experience in colporteur work be strongly recommended.

BASIS OF CERTIFICATION

1. A *special permit* may be issued by the union secretary on recommendation of the conference superintendent, said certificate to be given only under special conditions.

2. *Third-Grade Certificate*.— Good for only one year. Applicant must pass union conference examinations, or present proper credits in the following subjects:—

- | | |
|-----------------------------------|----------------------------|
| 1. Bible History | 2. Physiology |
| 3. Arithmetic | 4. Grammar |
| 5. U. S. History and Constitution | |
| 6. Geography | 7. Nature Study |
| 8. Spelling | 9. Reading |
| 10. Penmanship | 11. Theory and Practice |
| 12. Civil Government | 13. Elementary Agriculture |
| 14. Elective: Drawing or Singing | |

Average standing, 75 per cent; minimum, 65 per cent. Additional requirement — a careful reading of "Education."

Renewal.— A third-grade certificate upon which no subject is graded below 70 per cent, is, upon recommendation of the educational superintendent, renewable twice in succession from date of original issue, if its holder has taught successfully at least three months of the time for which it was originally issued, but such certificate may not be renewed more than twice. The application for renewal must state that the holder has shown progress by attending summer school, and by presenting a Teachers' Reading Course certificate.

3. *Second-Grade Certificate*.— Good for only two years. Applicant must pass union conference examinations, or present proper credits in the following subjects:—

- | | |
|-----------------------------------|----------------------------|
| 1. Bible History | 2. Physiology |
| 3. Arithmetic | 4. Grammar |
| 5. U. S. History and Constitution | |
| 6. Geography | 7. Nature Study |
| 8. Spelling | 9. Reading |
| 10. Penmanship | 11. School Management |
| 12. Civil Government | 13. Elementary Agriculture |
| 14. Elective: Drawing or Singing | |

15. "Education"
16. Elementary Bible Doctrines.
17. Elementary Bookkeeping.

Average standing, 80 per cent; minimum, 70 per cent. Additional requirements — the careful reading of "Counsels to Teachers;" one summer school certificate.

A normal student who finishes the first year of the Normal Course in addition to the academic subjects required, will receive a second-grade certificate.

Renewal.—A second-grade certificate upon which no subject is graded below 75 per cent, is, upon recommendation of the educational superintendent, renewable three times in not more than six years from date of original issue, if its holder has taught at least twelve months within the life of the certificate, original or renewed, and has attended summer school and presented two Teachers' Reading Course certificates.

4. *First-Grade Certificate.*—Good for only three years. Applicant must have had either eight months of successful teaching in denominational schools, or a year of practice teaching in the Normal Course. He must also pass union conference examinations, or present proper credits in the following subjects:—

- | | |
|-----------------------------------|--------------------------------|
| 1. Bible History | 2. Physiology |
| 3. Arithmetic | 4. Grammar |
| 5. U. S. History and Constitution | |
| 6. Geography | 7. Nature Study |
| 8. Spelling | 9. Reading |
| 10. Penmanship | 11. School Management |
| 12. Civil Government | 13. Elementary Agriculture |
| 14. Elective: Drawing or Music | |
| 15. "Education" | 16. Elementary Bible Doctrines |
| 17. Elementary Bookkeeping | |

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- | | |
|--|---------------------|
| 18. Daniel and Revelation | |
| 19. General Science | 20. General History |
| 21. Elective: Academic Physiology and Botany, or Algebra, or Rhetoric. | |
| 22. Elective: Domestic Science or Manual Training. | |

Average standing, 85 per cent; minimum, 75 per cent. A normal graduate will be granted a first-grade certificate.

Renewal.—A first-grade certificate upon which no subject is graded below 80 per cent, is, upon recommendation of the educational superintendent, renewable as long as the holder continues in active teaching at least sixteen months during the life of the certificate, original or renewed, presents a Reading Course certificate for each year, attends at least one summer school out of three, and is a member of the Seventh-day Adventist Church in good and regular standing.

5. *Professional Certificate.*—Good for only five years. Applicant must have had at least twenty-four months of teaching experience and two years of Normal Training, and must also pass union conference examinations, or present proper credits in the following:—

- | | |
|---|--------------------------------|
| 1. Bible History | 2. Physiology |
| 3. Arithmetic | 4. Grammar |
| 5. U. S. History and Constitution | |
| 6. Geography | 7. Nature Study |
| 8. Spelling | 9. Reading |
| 10. Penmanship | 11. School Management |
| 12. Civil Government | 13. Elementary Agriculture |
| 14. Elective: Drawing or Singing | |
| 15. "Education" | 16. Elementary Bible Doctrines |
| 17. Elementary Bookkeeping | |
| 18. Daniel and Revelation | |
| 19. General Science | 20. General History |
| 21. Elective: Academic Physiology and Botany, or Algebra, or Rhetoric | |
| 22. Elective: Domestic Science or Manual Training | |
-

- 23. History of Missions and Denominational History
- 24. Elective: Physics, or Chemistry, or Zoology, or Elementary Astronomy
- 25. Literature
- 26. Plane Geometry
- 27. Elective: Choose one subject from those not taken under 21 in first-grade certificate.
- 28. Elective: History of Education or Psychology.

Average standing, 90 per cent; minimum, 80 per cent.

Renewal.—A professional certificate upon which no subject is graded below 80 per cent, is, upon recommendation of the educational superintendent, renewable as long as the holder continues in active teaching at least three out of five years during the life of the certificate, original or renewed, and presents a Reading Course certificate each year, attends at least one summer school out of five, and is a member of the Seventh-day Adventist Church in good and regular standing.

6. *Requirements for Life Certificates.*—The General Department of Education shall grant two classes of Life Certificates on the following conditions:—

- (1) *Life Certificate.*—This certificate shall be granted to—

Those who hold the Bachelor's degree from a Seventh-day Adventist college, and who, while pursuing their course, have given four units to pedagogical subjects, and after graduation have taught successfully for three years, and are recommended by the union conference secretary in whose territory they have taught.

- (2) *Normal Life Certificate.*—This certificate shall be granted to those who, after receiving the normal diploma, have taught successfully for three years, and are recommended by the union conference secretary in whose territory they have taught.

- (3) Those who, by reason of long and successful teaching and school management, have shown that they possess qualifications and attainments equivalent to those required under (1) or (2), and who are recommended by the union conference secretary in whose territory they have taught.

7. *Accepted Credits.*—(a) In the examination of teachers, a credit of 90 per cent or more is reckoned permanent as long as the holder is actively engaged in teaching or studying under a teacher (without lapse of more than one year), whether said standing be obtained in a teachers' examination or in subjects above the eighth grade in one of our colleges or academies, or the Fireside Correspondence School.

(b) Credits of 85 per cent or above will be accepted if derived from the same sources and if not more than three years old.

(c) Credits from High School and State Examining Boards will be accepted in harmony with the conditions under (a) and (b), excepting Civil Government, Geography, Physiology, General Science, United States History, and General History, in which subjects some additional work may be required for denominational reasons.

8. In all cases, whether issued by the union conference department or by the General Department, and for whatever grade, certificates will remain valid only so long as the holder is a member of a Seventh-day Adventist church, in good and regular standing.

Voted, That the naming of the three certificates be referred to the General Department, to ascertain the prevailing nomenclature throughout the country, and name ours in harmony with that.

Voted, That substitutes on certificates be referred to the General Department, with power to insert their decision accordingly.

EXAMINATIONS

(i) That the Division Department provide final examination questions for grammar grades in all elementary schools, and in all grades in unaccredited secondary schools, to be accompanied with suggestive answers.

(j) That final examinations in the first-semester subjects be given at the middle of the school year; and final examinations in second-semester and full-year subjects be given at the close of the school year.

(k) That the teacher under whom the final examinations up to and including the twelfth grade are given, mark the papers, grading each question, and send them to the superintendent, who shall record the approved standings in his own book and in the teacher's register, and forward a list of the same to the union conference secretary, together with all final ninth- to twelfth-grade examination papers marked by the teacher and approved by himself and the union educational secretary, who shall record all these standings above the eighth grade upon his books.

(l) That upon receiving a final grade of seventy-five per cent or more, the student be granted a certificate of standing in that subject, the certificate to be signed by the chairman of the examining board and the superintendent. In making up final standings, half credit shall be allowed for examination and half credit for class work.

(m) That when a student has completed the eighth or unaccredited ninth to twelfth grades, and has passed the examinations, the union educational secretary issue a certificate of promotion, signed by himself and the superintendent; such certificate to contain the specification by subject "without laboratory," "without library," or any other feature upon which the school does not have accredited standing.

(n) That accredited schools send a list of all final standings to the union secretary for recording, within four weeks after examination.

(o) That the average of the students' work and class standings, as well as the examination grades, be marked by the teachers upon the outside of examination papers, when grading either elementary or academic papers, thus clearly indicating the average of written work and class standings, in addition to the examination standing.

(p) That elementary teachers be required to pass examinations as arranged by the educational board, or give sufficient evidence of qualification, before being employed in our schools.

(q) That the union educational secretary conduct one general teachers' examination annually, in connection with the union conference summer school.

(r) That other examinations than those conducted at the summer school be given under the direction of the superintendent on a date to be arranged in each conference by the union educational secretary.

(s) That teachers' examination papers be graded under the supervision of the superintendent, and then examined by the educational secretary of the union, who, if all requirements have been met, shall sign and issue appropriate certificates, which must also be signed by the superintendent of the conference in which the applicant is to teach.

(t) That all appeals to the examining board be made through the superintendent, within sixty days after the issue of any certificate, or after notice of failure.

DEPARTMENT OF EDUCATION, S. D. A.

BULLETIN No. 14

COURSE OF STUDY FOR ELEMENTARY SCHOOLS

ARRANGED BY YEAR AND BY PERIODS

BASED ON THE COURSE ADOPTED BY THE DEPARTMENT OF EDUCATION
OF THE NORTH AMERICAN DIVISION CONFERENCE AT
THE COUNCIL HELD IN ST. HELENA, CAL.,
JUNE 4-14, 1915

(REVISED EDITION)



Published for
THE DEPARTMENT OF EDUCATION OF THE
GENERAL CONFERENCE OF SEVENTH-DAY ADVENTISTS

REVIEW AND HERALD PUBLISHING ASSN.,
TAKOMA PARK, WASHINGTON, D. C.

1918

NOTE

This revision includes the contents of the first edition of Bulletin No. 14, together with the supplementary matter printed as a serial in Volume VII of the *Christian Educator*. The contents have been rearranged on a Period as well as a Year basis. It is our plan to develop this work still further in the future, and to this end we request our union and local officers and all our teachers in elementary schools to make note of any changes that would make this bulletin more valuable. Forward all your suggestions to the Department of Education, General Conference of Seventh-day Adventists, Takoma Park Station, Washington, D. C.

COURSE OF STUDY FOR ELEMENTARY SCHOOLS

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1916

Elementary Course of Study

By Year and by Periods

NOTE.—In connection with the outline of the First Period in each grade, the schedule for the year is given first. This is followed by the period outline in such subjects as are subdivided into periods. In other than the First Period the outline is given by periods only, with proper reference to the year schedule when no subdivision into periods is made.

FIRST PERIOD — FIRST GRADE

Bible and Nature

YEAR SCHEDULE

Stories of Creator and Saviour.—Oral work. *Helps:* Educational Bulletins Nos. 2 and 12. Correlated work in language. All pupils in the first three grades may recite together if found necessary. The work outlined in Bulletin No. 12 is intended to be strong enough for the Third Grade. In case the Bible and Nature pupils are taught in separate classes for the first three grades, the outline in Bulletin No. 12 may be modified so as to adapt it to the First or Second Grade. In case the Bible and Nature classes in the first three grades are taught together, the outline for the First, Second, and Third Grades may be followed in rotation from year to year.

FIRST PERIOD

Bible and Nature.—Stories 1 to 17. Memory verses as outlined, using memory verse cards. Development of memory verse notebook. Encourage oral reproduction of stories by pupils.

Reading and Language

YEAR SCHEDULE

Reading.—*First Semester:* Blackboard and chart work for six to twelve weeks. True Education Reader Series, Book One, to page 92. *Second Semester:* Complete book, and review. *Supplementary:* "Our Little Folks' Bible Nature," "Plant Life," "Wide Awake Primer," "Arnold Primer." *Helps:* Hale's "Primary Reading Manual," with cards and charts.

Language.—Correlated with Reading and oral Bible and Nature. *Helps:* Bulletin No. 5.

FIRST PERIOD

Reading.—True Education Reader, Book One. Blackboard and chart work, with pages 19-28.

Spelling and Phonics

YEAR SCHEDULE

Spelling.—*First Semester:* Written spelling only. *Second Semester:* Written spelling from dictation continued first period, and oral spelling introduced. Before the year is completed, spell a minimum of one hundred stock words selected from Reader One.

Phonics.—Give much attention to phonetic spelling and word building.

FIRST AND SECOND PERIODS

Recognition at sight of words as wholes; phonics; word building; series spelling.

Manumetal Arts

YEAR SCHEDULE

Paper Work.—Correlate with thought of Bible lessons. Folding, weaving, cutting, etc.

Paper Construction.—Folding, based upon the sixteen squares, as boxes, baskets, colonial furniture, etc. Home life illustrated by house made of cardboard or from wooden boxes furnished by the children. *Helps:* Robison's "Course in Cardboard Construction" (see pages 3 and 4).

Paper Cutting and Tearing.—Cutting from patterns, followed by free-hand cutting; also cutting from dictation simple forms of furniture, utensils, tools; cutting of circles, squares, and oblongs from colored papers, for drill in color perception and for laying borders and other simple designs.

Cardboard Sewing.—See suggestions in old "Manual." Use patterns that follow Bible and Nature work.

School Gardening.—Fall and spring gardening. Follow suggestions in *Junior Agriculturist*.

Care of Schoolroom.

FIRST PERIOD

Teachers who have time will find it interesting and profitable to do the following work: Observe weather and develop a weather chart. Study thermometer. Observe experiments showing relation of plant to light, moisture, temperature, and soil. Also, by experiment, show that plants eat, drink, sleep, and rest. Collect, observe, and classify seeds, (a) common to locality; (b) fruit and nut seeds; (c) flower and vegetable seeds handled in work. Mark out beds, plant the seed, study the plants, gather and dispose of the crops. Encourage missionary gardening at home.

Numbers

YEAR SCHEDULE

Let numbers be incidental to other work. Provide no abstract work for the first two years. Ideas of number in the concrete, and not memorized facts, are to be aimed at. Base work upon the cardboard construction of the Manumetal period. *First Semester:* Mastery of terms used to denote relative position and relative magnitude; reading and writing of numbers to 50; forms — circle, square, oblong; lines — vertical and horizontal; comparison of quantities. *Second Semester:* Continuation of work for first term: reading and writing numbers to 100; counting by 2's and 3's to 12; number coming just before and just after any number. Drill upon giving one more and one less than any number; number coming between any two numbers; counting by 2's to 50; place value of figures; counting by 10's; fractions one half and one fourth; correlate with Manumetal work. Pupils work with Second Grade pupils, gaining number ideas in the concrete from Manumetal exercises.

Penmanship

YEAR SCHEDULE

Palmer system. *Position:* At blackboard, at desk, of book, upright position of hand. *Movement:* Arm movement applied to letters and words. *Letter Formation:* By imitation; reduced from one inch. *Materials:* *First Semester,* Unruled paper and crayon pencil; *Second Semester,* Wide-spaced ($\frac{3}{4}$ inch), single-lined paper. *Results:* Legibility.

Music

YEAR SCHEDULE

Tone exercises and reading work in tonic sol-fa only, teacher following work outlined in sections 1, 2, and 3 of teachers' handbook in Gerritsen's "Standard Graded Course in Sight Singing." Use blackboard reading exercises. Rote singing, intonation, and simple rhythm.

Special Music.—Select songs that emphasize and strengthen the lessons in Bible and Nature. Motion songs. Attention to thought and clear articulation. Work to help monotone voices by ear training and scale exercises. Breathing exercises.

Drawing

YEAR SCHEDULE

Blackboard.—Straight line drawing, involving two dimensions only; drawing of fruits, flowers, trees, birds, simple landscapes, based on Bible and Nature and Reading lessons; landscapes illustrating seasons. *Helps:* Bulletins Nos. 2 and 8.

Crayola.—Drawings of autumn flowers, grasses, leaves, fruits, vegetables, in color; simple landscapes from dictation and from memory and imagination; illustrative drawings appropriate to the season; games and sports of winter; spring growths from field and garden; birds and other animals studied in Nature. Teach standard colors only. *Helps:* Bulletins Nos. 2 and 8.

Clay Modeling.

Physical Culture

YEAR SCHEDULE

Simple breathing exercises, marching, free gymnastics, and supervised play; reasons for proper standing and sitting positions; value of correct breathing, fresh air, exercise, and rest, in harmony with the following actions taken by the Educational Council:—

"*We recommend,* That all outdoor recreation in our elementary schools be under the supervision of the teacher; and that all games of a rough or sentimental character, or games tending to arouse resentment or anger, or that lead to dishonesty, such as Indian, crack-the-whip, needle's eye, playing for keeps, etc., be eliminated.

"That we encourage the providing of the necessary recreation by manual training, gardening, marching, and physical culture, both outdoors and in the school-room; and that there be provided teeter-boards, swings, sand boxes, building blocks, and brick for building playhouses.

"That the noon hour and the time before school be as carefully supervised as the regular recreation period."

FIRST PERIOD—SECOND GRADE

Bible and Nature

YEAR SCHEDULE

Stories.—Continued from First Grade. *Helps:* Bulletin No. 12. Outline for Second Grade in rotation with outlines for First and Third Grades. Follow division into periods as given for First Grade. Correlated work, Language.

FIRST PERIOD

Bible and Nature.—Stories 1 to 17. Give attention to memory verse drill, notebook work, and oral story reproduction.

Reading and Language

YEAR SCHEDULE

Reading.—True Education Reader Series, Book Two. *First Semester:* To page 131. *Second Semester:* Complete book, and review. *Supplementary:* "Animal Life," "Story of Joseph." *Helps:* Hale's "Primary Reading Manual," with cards and charts.

Language.—Continue as outlined in First Grade. Introduce paragraphing. Correlate with all other work. *Helps:* Bulletin No. 5.

FIRST PERIOD

Reading.—True Education Reader, Book Two, pages 9-29, with much review of phonetic and drill work like that of the First Grade.

Spelling and Phonics

YEAR SCHEDULE

Spelling.—Hale's Speller, Grade Two. Give both oral and written drill daily. Ten words in written lists. In addition to this teach new words as they occur in different subjects. Give much sentence spelling from dictation.

Phonics.—Give much attention to phonetic spelling and word building.

Manumetal Arts

YEAR SCHEDULE

Correlate with Bible, Nature, Numbers, and English.

Paper Construction.—More difficult work than First Grade, but based upon the folded square. Drill on use of ruler, using inch and half-inch measurements, correlating with number work. *Helps:* Robison's "Course in Cardboard Construction."

Cardboard Sewing.—Continued.

Paper Cutting and Tearing.—Use patterns, hectographed outline, and free-hand. Continue cutting to dictation furniture, tools, utensils, and other simple objects. Give exercises in laying of borders and allover designs, using colored paper squares, circles, or objects cut by children. Use such designs for decoration of booklets or other sloyd productions. Decorate garden book covers, memory verse booklets, and language book covers, choosing any medium used. Mount work done during the year for schoolroom decoration.

School Gardening.—Continue work of First Grade.

Care of Schoolroom.

Loom Weaving.—Use simple loom of wood or cardboard in making paper mats and small rugs of cords or zephyr, felt or rags. *Helps:* Bulletin No. 4.

Numbers

YEAR SCHEDULE

Continue work of First Grade. *First Semester:* Drill upon reading and writing of numbers above 120. Teach division by measurement; practical application of denominate values, such as inches, feet, yards; and pints, quarts, gallons. Teach division by partition; fractions one eighth, one sixth. *Second Semester:* Continue drill of work outlined. Drill upon counting by 5's to 100; telling time; simple table of time measure. Objective number stories based upon addition and subtraction. No abstract work. Develop number ideas in the concrete in connection with Manumental exercises.

FIRST PERIOD

Write numbers 1-12. *Use of Terms:* Horizontal, vertical, diameter, parallel, opposite, diagonal, slanting. *Use of Forms:* Square, oblong, circle, semi-circle, sphere, triangle. *Measurements:* Inch, foot, square inch. *Comparison:* Larger, smaller, longer, shorter, equal, unequal. Study and use of foot rule showing inches only. Use Latshaw patented inch rulers, to be obtained of Milton Bradley Company. Twelve inches make one foot; twelve things make one dozen. From pages in Reader recognize and count numbers to 28.

Penmanship

YEAR SCHEDULE

Palmer system. *Position:* Continued from First Grade and improved. *Position of Hand:* Add third and fourth finger rest and elevated wrist. *Movement:* Greater arm control. *Letter Formation:* By imitation. *Materials:* Ordinary lead pencil; uniformly spaced paper ($\frac{1}{2}$ -inch) in all written work. *Results:* Greater legibility; script smaller and more uniform.

Music

YEAR SCHEDULE

Continue work of First Grade, adding staff exercises.

Drawing

YEAR SCHEDULE

Blackboard.—Continue work for First Grade, increasing difficulty. Teach place and relation of objects. *Helps:* Bulletins Nos. 2 and 8.

Crayola.—Continue work of First Grade. *Helps:* Bulletins Nos. 2 and 8.

Clay Modeling.—Based upon type forms and illustrative of Bible Nature stories and garden products; type forms as for First Grade, with additional forms — cone, cylinder, and ovoid.

Physical Culture

YEAR SCHEDULE

Continue work of First Grade. Cleanliness of person and clothing; sanitation of home and school.

FIRST PERIOD — THIRD GRADE

Bible and Nature

YEAR SCHEDULE

Stories.— Oral work combined with seat work. Correlated work in Language.

All pupils in First, Second, and Third Grades recite together in Bible and Nature, the work as outlined in Bulletin No. 12 for the first three grades being given by rotation.

FIRST PERIOD

Bible and Nature.— Stories 1 to 17. Learn names of books of Bible in order, and learn to find given texts. For seat work require reading of selected stories from Bible. Find and memorize memory verses from Bible. Writing memory verses from memory in illustrated notebooks. Bible stories reproduced, following logical line of thought. Three written Bible stories each period.

Reading and Language

YEAR SCHEDULE

Reading.— True Education Reader Series, Book Three. *First Semester:* To page 154. *Second Semester:* Complete book and review. *Supplementary:* "The House We Live In," "Uncle Ben's Cobblestones," "Christ Our Saviour," *Little Friend.* *Helps:* Hale's "Primary Reading Manual," with cards and charts.

Language.— Follow work in Reader Three closely, assigning the language exercise upon the reading selection for the day. See classification given on pages 9-12 of Reader.

FIRST PERIOD

Reading.— True Education Reader, Book Three, pages 19-58.

Spelling

YEAR SCHEDULE

Hale's Speller, Grade Three. Written lists of ten words daily. Study new words as met in all subjects. Continue sentence dictation.

Manumetal Arts

YEAR SCHEDULE

Paper Cutting.— For illustration of Bible and Nature stories. Use sand table. *Helps:* Bulletin No. 2.

School Gardening.— Do not neglect the school garden. Encourage home gardening. Organize school Missionary Garden League, and sell produce for missions.

Care of Schoolroom.— Teach children to sweep, dust, and keep schoolroom in proper order.

Loom Weaving.— Continued.

Raffia.— Covering of forms, sewing on burlap, and weaving in loom with raffia. *Helps:* Bulletin No. 4.

Cardboard Construction begun. All patterns carefully measured and drawn before cutting with scissors. *Materials:* Heavy Manila tag or cover paper, and ruler divided into quarter inches. *Helps:* Robison's "Cardboard Construction and Household Economy."

Arithmetic**YEAR SCHEDULE**

Stone-Millis' Primary. *First Semester*: Complete Part One; Part Two to page 84.
Second Semester: Complete Part Two. Note suggestions to teachers.

FIRST PERIOD

Arithmetic.—Stone-Millis' Primary, pages 49-66.

Penmanship**YEAR SCHEDULE**

Palmer system. *Position*: Of thumb, first and second fingers; direction and slant of penholder; distance of pen from finger. *Movement*: Greater arm control. *Letter Formation*: Definite knowledge of letter forms begun; study of basal forms; forms of figures. *Materials*: Begin use of pen and ink. All paper with $\frac{1}{2}$ -inch spacing. *Results*: Excellence in letter and figure formation. Careful application to all written work. Use of ink without soiling the hands or blotting the paper.

Music**YEAR SCHEDULE**

Drill upon work outlined for previous grades. Do not neglect supplementary music provided for sections 1, 2, and 3. Introduce Music Notebook No. 1, of Gerritsen's "Standard Graded Course."

Drawing**YEAR SCHEDULE**

Blackboard.—Landscape, vegetables, fruits, birds and other animals. Apply in illustrating language stories and drawing Manumetal designs.

Crayola and Water Color.—Series of picture studies employing tones from black to white. Teach standard colors, tints, and shades. Use freely of all suitable subject matter for designs to be employed in decoration of sloyd productions. *Helps*: Bulletin No. 8.

Clay Modeling.—Same as Second Grade, increasing in difficulty. Model jardinières and fern dishes for schoolroom use. *Helps*: Bulletin No. 8.

FIRST AND SECOND PERIODS

Crayola.

Physical Culture**YEAR SCHEDULE**

Care of nails, teeth, eyes, ears, nose, hair, and skin. Talks upon wholesome foods. Discourage use of candy and soft drinks. Give special attention to position while sitting, standing, and marching. Do not allow pupils to stand on one foot or lean on desk or wall while reciting. Attention to good position of body, head, and book in reciting. Give regular exercises ten minutes daily.

FIRST PERIOD — FOURTH GRADE

Bible**YEAR SCHEDULE**

McKibbin's "Bible Lessons," Book One. *First Semester:* To lesson 72, page 156. *Second Semester:* Complete book, and review. *Helps:* McKibbin's "Bible Lesson Manual."

FIRST PERIOD

McKibbin's "Bible Lessons," Book One, chapters 1, 2, 3. Creation, Adam, Noah. Diagram of Creation week, the Flood, the Ark, the oral channel of early history of the world from Creation to Abraham. Fill in outline map, showing the earth as divided among the sons of Noah. Begin chapter outline of Genesis.

Nature**YEAR SCHEDULE**

Bible Nature.— Bible Nature Series, Book One, with notebook work.* *First Semester:* To page 211, omitting chapter 6 until spring, taking it in work of Second Semester. *Second Semester:* Complete book, including chapter 6. In fall gather leaves for study later.

FIRST PERIOD

Nature.— Bible Nature Series, Book One, chapters 1, 2, 3, 4.

Reading and Language**YEAR SCHEDULE**

Reading.— True Education Reader Series, Book Four. *First Semester:* To page 186. *Second Semester:* Complete book, and review. *Supplementary:* Selections from Hooker's "Child's Book of Nature," "First Book of Birds."

Language.— Follow work in Reader. Correlate with Nature and Bible.

FIRST PERIOD

Reading.— True Education Reader, Book Four, pages 19-70.

Spelling**YEAR SCHEDULE**

Hale's Speller, Grade Four. Continue sentence dictation and study of words from all lessons.

* Cady Notebooks being revised. Continue to use the old ones for the present.

Manumetal Arts

YEAR SCHEDULE

Hand Weaving.— Handbags of raffia or cord, small hammocks of cord, fancy knotting, coil stitch baskets. *Helps:* Bulletin No. 4.

Cardboard Construction.— Continued.

Sewing on Cloth.— Teach general principles, and the following stitches: Basting stitches (running, even, long and short, and uneven), running stitch, chain stitch, cross-stitch, stitching or backstitching, half backstitching, embroidery, buttonhole or blanket stitch, cat or catch stitch, overcasting, featherstitch, overhanding, sewing on buttons, hemming, gathers set into band. *Materials:* Double-barred scrim, Indian head cloth, checked gingham, burlap. *Models:* Needlebook, holder, doll's quilt, mat, shoe bag, apron, book bag.

School Gardening.— Continue fall and spring gardens for Nature laboratory work, also for missionary purposes.

Care of Schoolroom.— Continue. Study schoolroom decoration.

Loom Weaving and Paper Work.— Discontinued.

FIRST PERIOD

Manumetal.— Cardboard. Make from four to eight useful articles involving the use of compass and knife; weaving and designing. Teach use of sixteenth-inch ruler, using Latshaw patented sixteenth-inch ruler. Pupils work from drawings made from dictation, from copies, and from finished model. Pupils do not cover cardboard in this grade. *Suggestive Models:* May basket, handkerchief box, letter case, card tray, workbasket, thread winder, sewing portfolio, bookmark, notebook, covers, ornamental mottoes.

Arithmetic

YEAR SCHEDULE

Stone-Millis' Primary, Part Three. *First Semester:* Pages 155-206. *Second Semester:* Complete Primary Book, thorough review. Special attention should be paid to mental arithmetic.

FIRST PERIOD

Stone-Millis' Primary, pages 155-187.

Penmanship

YEAR SCHEDULE

Palmer system. *Position:* Of body, hand, and pen should be established by this time. With new pupils develop in same way as in primary grades. *Technical Movement:* Control of forearm. *Exercises:* Lateral slide, vibratory muscular, and ellipses. *Letter Formation:* Memorize and describe basal forms, and classify letters accordingly. Study scale of letter heights. *Materials:* Use paper spaced for letters of various heights; also single-spaced ($\frac{3}{4}$ -inch) paper. Pen and ink. *Results:* Freedom in movement. Uniformity in size and height of letters. Good classroom papers.

Music**YEAR SCHEDULE**

Same as outlined for Third Grade. Complete Gerritsen's Music Notebook No. 1. Do a minimum amount of rote singing. Let most of the songs this year be learned by note. Review Section One. Finish Sections Two and Three to page 49 in notebook. See that all written exercises are neatly and faithfully done. Let all work in music be in harmony with the principles of Christian education. Teach pupils to appreciate the lofty sentiment of our noble hymns, and to sing with the spirit and understanding.

Drawing**YEAR SCHEDULE**

Blackboard.—Chalk modeling of land and water formations to illustrate geography lessons; modeling of Bible maps in relief, color to show elevation. *Helps:* Bulletins Nos. 2 and 8.

Pencil.—Nature drawing from fall and spring gardens, design for cross-stitch, free-hand lettering.

Water Color.—Review colors, tints, and shades; teach hues, draw fall and spring growths; illustrate selected Bible stories; brush drawing for masses; study flower and leaf forms, for decorative use.

Crayola.—Series of crayola landscapes; drawing and stenciling of decorative designs on book covers and portfolios or envelopes; designs for basketry, sewing, etc. *Helps:* Bulletin No. 8.

Lettering.—Plain designs applied to simple mottoes, book covers, etc.

Physical Culture**YEAR SCHEDULE**

Continued. Introduce simple calisthenics, wands, and dumb-bells.

FIRST PERIOD — FIFTH GRADE

Bible

YEAR SCHEDULE

McKibbin's "Bible Lessons," Book Two. *First Semester:* To page 154. *Second Semester:* Complete book, and review. *Helps:* McKibbin's "Bible Lesson Manual."

FIRST PERIOD

McKibbin's "Bible Lessons," Book Two, lessons 1 to 23. Develop map of events under the Judges. Diagram of the Judges. Chapter outlines of the book of Ruth memorized. Chapter outlines of First Samuel memorized to chapter 16.

Nature

YEAR SCHEDULE

Bible Nature.—Bible Nature Series, Book Two, with notebook work. *First Semester:* To page 257, omitting chapter 6 until Second Semester, taking it in the spring. *Second Semester:* Complete book, including chapter 6, and review.

FIRST PERIOD

Nature.—Bible Nature Series, Book Two, pages 15-76.

Reading and Language

YEAR SCHEDULE

Reading.—True Education Reader Series, Book Five. *First Semester:* To page 184. *Second Semester:* Complete book, and review. *Supplementary:* Selections from Hooker's "Child's Book of Nature," "Friends and Foes in Field and Forest," *Youth Instructor*.

Language.—Teach correlated work in Book Five. Follow closely the development of language.

FIRST PERIOD

Reading.—True Education Reader, Book Five, pages 21-71.

Spelling

YEAR SCHEDULE

Hale's Speller, Grade Five. Continue selecting words from all daily lessons; also sentence dictation.

Manumetal Arts

YEAR SCHEDULE

Cardboard Construction.—Objects made of heavy tag board, scored before bending, such models as pencil, handkerchief, and necktie boxes.

Sewing.—List of Stitches: Flat fell, eyelet holes, flannel patch, French seam on straight cloth, simple buttonhole, satin stitch, French knot, hemstitching. *Materials:* Lawn, muslin, flannel, scrim, linen, wash goods for quilt, sateen, ribbon, gingham, colored handkerchief, Indian head cloth, burlap, raffia. *Models:* Quilt blocks, bag, dust cap, mats, sleeve protectors, doll's hat, sewing apron, scissors-and-needle case, buttercup pincushion, baby's bib, doily, linen school bag, burlap pillow embroidered in raffia.

School Gardens.—Continued.

Care of Schoolroom.—Continued.

Basketry.—Raffia boxes; and lace stitch basket making. Palm-leaf basketry. *Helps:* Bulletin No. 4.

Knife Work.—Work done by whittling with a fixed bladed knife in basswood one-eighth, three-sixteenths, and one-quarter inch thick. Such models as memorandum files, easels, pincushions, calendar backs, photograph frames, made. *Helps:* Bulletin No. 3.

Scroll Saw Work.—*Helps:* Bulletin No. 3.

Domestic Economy, including the keeping of practical accounts.

FIRST PERIOD

Manumetal.—Cardboard. Continue work as planned for Fourth Grade. Make from three to five useful articles. *Suggestive Models:* Hexagon card tray, square handkerchief box, oblong glove box, picture frame, wall pockets, pencil vase, etc.

Arithmetic

YEAR SCHEDULE

Stone-Millis' Complete. *First Semester:* First half of Fifth Year. *Second Semester:* Second half of Fifth Year.

FIRST PERIOD

Stone-Millis' Complete, pages 1-25. Stone-Millis' Intermediate, pages 1-25.

Penmanship

YEAR SCHEDULE

Palmer system. Continue as planned for Fourth Grade.

Music

YEAR SCHEDULE

Gerritsen's "Standard Graded Course of Sight Singing," handbook for teachers, Notebook No. 2, for pupils. If work previously outlined has been completed, begin with section 4 in handbook. Give much drill in singing by note, using supplementary music found in Gerritsen's Music Notebook No. 2. Complete section 4. Almost all new songs should now be learned by note, not by ear alone. Give faithful attention to all written exercises. Work for clear, musical tones, distinct articulation, and above all, for a real appreciation of the best in music, remembering that hymn singing "is as much an act of worship as is prayer."

Drawing

YEAR SCHEDULE

Crayola and Water Color.—Review hues. Study complementary colors; designs for basketry, book covers, bags, pillow covers, etc.; illustration of Bible stories, poems, and songs; picture making; brush drawing. *Helps:* Bulletin No. 8.

Pencil.—Map drawing; working drawings, involving use of compass, triangle, and square; cross-stitch designs; free-hand lettering; nature drawings continued.

Blackboard.—Chalk modeling continued. Map drawing from memory. *Helps:* Bulletin No. 8.

Clay Modeling.—Bible maps in relief.

Physical Culture

YEAR SCHEDULE

Continued. Number of physical culture drills increased.

FIRST PERIOD — SIXTH GRADE

Bible**YEAR SCHEDULE**

McKibbin's "Bible Lessons," Book Three. *First Semester:* To page 236. *Second Semester:* Complete book, and review. *Helps:* McKibbin's "Bible Lesson Manual."

FIRST PERIOD

McKibbin's "Bible Lessons," Book Three, lessons 1 to 27.

Diagram showing relation between Old and New Testament times, and "The Four Hundred Years." Diagram of "The Four Hundred Years," with maps of Medo-Persia, Greece, and Rome. Diagram of the prophecies to the First Advent.

Nature**YEAR SCHEDULE.**

Bible Nature Series, Book Three, with notebook work. *First Semester:* To page 278, omitting chapter 6 until Second Semester, taking it in the spring. Also eliminate, if desired, lessons 4, 6, 12, 13, and 54 to 61, and use chapters 9 and 10 for supplementary work only. Examinations are not to be based on chapters eliminated, nor on chapters 9 and 10. *Second Semester:* Complete book, including chapter 6, and review.

FIRST PERIOD

Bible Nature Series, Book Three, pages 15-88.

Reading and Language**YEAR SCHEDULE**

Reading.— True Education Reader Series, Book Six. *First Semester:* To page 180. *Second Semester:* To page 336, and review. Use pages 336-440 for supplementary reading. *Supplementary:* Carpenter's "Geographical and Industrial Readers," "The Desire of Ages," *Youth's Instructor*.

Language.— Teach thoroughly the correlated work in Reader Six.

FIRST PERIOD

Reading.— True Education Reader, Book Six, pages 21-76.

Spelling**YEAR SCHEDULE**

Hicks's Champion Speller. Section IV. Correlated work from Bible, Nature, and other studies. Teach new words as they are met in all subjects, and include ten words from these subjects with the daily written test from the text.

Manumental Arts

YEAR SCHEDULE

Work of Fifth Grade continued. The work of this year illustrates articles for the bedroom and the laundry. It is planned to correlate with the work in domestic science and thin woodwork given the same year, and may be handled as community work.

Sewing.—*List of Stitches:* Buttonhole barred, edging sewed on and corner turned, rolled hem, long and short embroidery stitches, corner mitered, binding, simple marking, fancy hemstitching. *Models:* Sheet, blanket, hemstitched pillowcase, embroidered pillowcase, pillow, bed pad, curtain for bedroom, dresser scarf, water-bottle cover, towel ends. *Materials:* Lawn, lace, muslin, outing, cheesecloth, mull, sateen, binding ribbon, linen for towels, Indian head cloth, checked gingham, double-barred canvas.

FIRST TO FOURTH PERIODS

Cardboard.—Introduce covering cardboard with paper, leatherette, or cloth. Box corners closed with muslin. Working drawings of all models made. Make from three to six useful articles. *Suggestive Models:* Hexagon handkerchief box with cover, oval or round collar box with cover, portfolio, desk blotter pad, book covers.

Sewing for Girls.—Review stitches: embroidery, buttonhole, chain stitch, even basting, hemstitch, sewing on ruffle with straight facing, running seam and binding, overhanding seam, buttons and buttonholes, hooks and eyes, eyelets, common hem, French hem, half-back seam, and overcasting. *Advance Samples:* Hemmed-down patch, darning a thin place, darning a hole, darning a stocking, mitered corner, sewing lace around corner, daisy stitch, stenciling. Boys will make first four advance samples, and apply the same to articles of clothing for themselves. *Suggestive Models* (To fit furniture made by boys): Blanket, sheet, bedtick, cotton top for bed, pillow, pillowcase, day pillowslip, bed-spread, guest towel, curtain (stenciled), dresser scarf, handkerchief bag, pincushion, hot-water bag cover, laundry bag, clothespin bag, ironing-board dress, shoe bag, stocking bag.

Thin Woodwork for Boys.—Work of Grade Five continued with same tools and materials. See that drawings of all models are neatly and correctly made. Encourage original designs. *Suggestive Models:* Small size for community work: bedstead, dresser, commode, chair, rocker, table, full-size collar box, dresser box, letter case, bracket, book rack, etc.

Domestic Science for Both Boys and Girls.—Care of house, giving special attention to bedrooms (using woodwork and sewing models to demonstrate), arrangement of furniture, making bed, etc. This work may be taken by Grades Four, Five, and Six, and should be accompanied by "home work" as part of the pupil's credit in Domestic Science.

Arithmetic

YEAR SCHEDULE

Stone-Millis' Complete. *First Semester:* First half of Sixth Year. *Second Semester:* Second half of Sixth Year.

FIRST PERIOD

Stone-Millis' Complete, pages 137-158. Stone-Millis' Intermediate, pages 137-158.

Penmanship**YEAR SCHEDULE**

Palmer system. *Technical Movement Exercises*: Ellipses with horizontal axis, figure 8 with horizontal axis, figure 8 with main slant; the foregoing combined: original and review. *Letter Formation*: To letters and words across the page, halfway across page, quarterway across page. Use of "Tracing process." *Results*: Good arm control; improved blackboard work; alignment of figures in columns; repeated copies of sentences written one under the other.

Music**YEAR SCHEDULE**

Gerritsen's "Standard Graded Course of Sight Singing," handbook, section 5, for advance work. Complete Gerritsen's Notebook No. 2 in this Grade. The learning of songs by note should predominate. Faithfully perform all written exercises. Cultivate memorizing of hymns so that pupils can sing independently of book. Continue articulation and tone work. Give careful attention to time.

Drawing**YEAR SCHEDULE**

Crayola and Water Colors.—Brush drawings; designs for application on paper, cloth, leather, and thin wood; making and decorating of booklets for various uses; still life; foreshortening; picture making. *Helps*: Bulletin No. 8.

Pencil and Ink.—Working drawings of book covers, models in wood, etc.; maps; free-hand lettering; map modeling for illustration of Bible and Nature lessons.

Physical Culture**YEAR SCHEDULE**

Continued.

FIRST PERIOD — SEVENTH GRADE

Bible

YEAR SCHEDULE

McKibbin's "Bible Lessons," Book Four. *First Semester:* To page 243. *Second Semester:* Complete book, and review. *Helps:* McKibbin's "Bible Lesson Manual."

FIRST PERIOD

McKibbin's "Bible Lessons," Book Four, lessons 1 to 20. Chapter outlines of Acts 1 to 9. Give attention to correct pronunciation of proper names. Map showing early Apostolic History. Work of Peter, John, and Philip.

Geography

YEAR SCHEDULE

Morton's Advanced Geography, completed in two semesters. World plan. Make missionary maps. Emphasize missionary phase of geography in various countries, using "An Outline of Mission Fields," furnished free by the Review and Herald Publishing Association. Use also the Field Work department in the Review. *Helps:* Bulletin No. 9.

Physiology

YEAR SCHEDULE

Coleman's "Hygienic Physiology." *First Semester:* Complete the book.

FIRST PERIOD

Coleman's "Hygienic Physiology," pages 1-78. Correlate with art, making drawings of sections of skin and bone, circulation of blood, and manikins of eye, ear, arm, leg, head, or body. Illustrate your work objectively by experiments. Emphasize the principles of health reform in diet, dress, etc., directing the pupil also to the great spiritual truths which the wonderful mechanism of the human body illustrates.

Reading

YEAR SCHEDULE

(Begins with the Fourth Period) *Second Semester:* Complete True Education Reader Series, Book Six, pages 336-440, and review. *Supplementary:* "The Acts of the Apostles," Carpenter's "Geographical and Industrial Readers," Evans's "First Lessons in American History," Nida's "Dawn of American History in Europe."

Grammar

YEAR SCHEDULE

Bell's "Natural Method in English," Revised. *First Semester:* To lesson 76, page 113. *Second Semester:* To lesson 138, page 205.

FIRST PERIOD

Bell's "Natural Method in English," Revised. Lessons 1 to 25, pages 17-56.

Spelling

YEAR SCHEDULE

Hicks's Champion Speller, Section V. Three days each period may be allowed for reviews or examinations. Otherwise, give daily written tests of 20 words, 10 from the speller and 10 selected from other lessons studied during the day, choosing those which the child is most likely to use in written work on those subjects.

Manumetal Arts

YEAR SCHEDULE

Work of Sixth Grade continued.

Sewing.—*List of Stitches:* Gathering, shirring, loops, French hem, hemmed-down patch, darning stockings, darning dress materials, seeding, sewing on buttons. *Materials:* Double-barred canvas, Indian head cloth, muslin, lawn, sateen, linen, checked gingham, outing, binding ribbon, scrim. *Models:* Lunch cloth, tablecloth, doily, tray cloth, silver case, calendar, cook's cap, cook's apron, sideboard cover, dining-room curtain.

Chair Caning, Bench Work, Cooking.— Begun.

Knife, Scroll Saw, and Cardboard.— Discontinued.

FIRST AND SECOND PERIODS

Sewing for Girls.— This is the last year given wholly to hand sewing. The models are for the most part to be used in dining-room and kitchen, the sewing correlating with the cooking for this year. *Review:* Embroidery buttonhole, even and uneven basting, back or half-back stitch, overhand stitch, catstitch, featherstitch, chain stitch, cross-stitch, plain buttonhole, and sewing on buttons. *Advance:* Barred buttonhole, hemstitching around corner, patching table linen, darning table linen, French hem, sewing on tape, tying a fringe, whipstitch, French knot, seeding, satin stitch, embroidered monogram. *Models:* Sewing apron, workbag, dusting set (duster, bag, apron, cap), broom cap, tea towel, table napkin, tray cloth, table mat, sideboard scarf, cook's apron and cap, serving apron, baby's bib. The sewing apron, workbag, dusting apron and cap, cook's apron and cap, are required and are to be used in the domestic class for this year.

Sewing for Boys.— Review hemming, backstitching, overhanding, basting, herringbone stitch, darning, sewing on buttons, hemmed-down patch, herringbone stitch patch, and flat fell. *Models:* Darning at least two pairs of boys' stockings, sewing on buttons and patching boys' garments, making carpenter's apron for use in woodwork class. Boys may enter woodwork class as soon as sewing work is finished.

Arithmetic

YEAR SCHEDULE

Stone-Millis' Complete. *First Semester:* First half of Seventh Year. *Second Semester:* Second half of Seventh Year.

FIRST PERIOD

Stone-Millis' Complete, pages 277-317. Stone-Millis' Advanced, pages 1-41.

Penmanship**YEAR SCHEDULE**

Palmer system. Review position. *Technical Movement*: Continued from previous grades. Original designs by teacher and pupil. *Letter Formation*: Small and capital letters grouped according to similar formation. Memorize proportions of letters. Study detailed construction of letters and numerals. Movement applied to sentence writing. *Materials*: Paper spaced for heights of letters, also single space $\frac{3}{4}$ of an inch wide. Use pen and ink in all written work in all classes. Pencils will be needed for drawing only. *Results*: Improved blackboard writing; movement and correct position in all written work, while maintaining legibility of both letters and numerals.

Music**YEAR SCHEDULE**

Gerritsen's "Standard Graded Course of Sight Singing," handbook for teacher, Notebook No. 3 for pupils. Review sections 1 to 5, and complete section 6. Learn all new songs by note. Cultivate a taste for simple gospel music sung with an appreciation of its spiritual value. Discourage all frivolous music.

Drawing**YEAR SCHEDULE**

Study of simple perspective. Continue blackboard drawing, pencil, ink, pastel, water color, and lettering. Apply the art to articles made in manual training, and illustrate various lessons, especially written compositions.

Physical Culture**YEAR SCHEDULE**

Continued.

FIRST PERIOD — EIGHTH GRADE

Bible**YEAR SCHEDULE**

Washburn's "Outline Lessons in Prophetic History," Bulletin No. 6. *First Semester*: Part I, and Part II to lesson 17. *Second Semester*: Complete Part II, and review. *Supplementary*: "Story of Daniel," "Seer of Patmos."

History**YEAR SCHEDULE**

History in the Light of Prophecy.—Dickson's "American History for the Grammar School." *Supplementary*: Huffman's "American History Outlines and Notes," and Smith's "United States in Prophecy." *First Semester*: First half of book. *Second Semester*: Complete book, and review.

FIRST PERIOD

United States History.—Dickson's "American History for the Grammar Schools," pages 1-99. Help the pupil to see the hand of God in the rise and development of our nation, using "United States in Prophecy" for supplementary work. Hang the events of history upon the strong thread of prophecy. Give attention to "Things to Remember" and "Things to Do," at the close of each chapter. Encourage "Things to Read" for outside reading. Under "For Your Notebook" keep up all map work especially. The written compositions may form a part of the language work.

Civics**YEAR SCHEDULE**

Forman's "Essentials in Civil Government." *First Semester*: Textbook completed.

Reading**YEAR SCHEDULE**

Continue with Seventh Grade class, if pupils need further work in reading.

Grammar**YEAR SCHEDULE**

Bell's "Natural Method in English," Revised. *First Semester*: Lessons 138 to 207, pages 205-308. *Second Semester*: Complete book, and review.

FIRST PERIOD

Bell's "Natural Method in English," Revised, lessons 138 to 162, pages 209-244.

Spelling**YEAR SCHEDULE**

Hicks's Champion Speller, Section VI. Give 20 words daily, supplementing the lesson in the speller with 10 words chosen from the other daily subjects. Misspelled words in any written work should count off the grade in spelling, both in daily work and in examinations.

Manumetal Arts

YEAR SCHEDULE

Continue work of Seventh Grade. First, Second, Third, and Fourth Periods.

Sewing for Girls.—Simple garment making, introducing the use of the sewing machine. No pupil should be allowed to take this work who has not finished the hand sewing of the previous four years. *Machine Exercises:* Samples showing different lengths of stitches, common seam, French seam, flat fell, tucking, hem band, bias facing, continuous placket. *Garments:* Petticoat, nightgown, combined waist and divided skirt, plain dress. Drafting petticoat and nightgown.

Woodwork for Boys.—Continue work of Grade Seven. *New Tools* (to be studied and used): Back saw, combination plane, oilstone, chisel and mallet, miter box and clamp, grindstone. Pupil should learn to sharpen chisel and plane. *New Joints:* Dowel butt, hinge, mortise and tenon, miter, dado, rabbet. Add ten new samples to collection of woods. Study the growth and preparation of woods, grain of wood, and wood finishing. *Suggestive Models:* Book rack, magazine rack, footstool, bookshelves, taboret, handkerchief or glove box. From four to six articles required, half of which may be original.

Arithmetic

YEAR SCHEDULE

Stone-Millis' Complete. *First Semester:* First half of Eighth Year. *Second Semester:* Complete book, and review.

FIRST PERIOD

Stone-Millis' Complete, pages 421-448. Stone-Millis' Advanced, pages 145-172.

Penmanship

YEAR SCHEDULE

Palmer system. Continue work as outlined for Seventh Grade. *Speed:* Pupil in this Grade should be expected to write sixty letters a minute, using short sentences, and without impairing legibility. He should increase seven or eight letters a period, maintaining legibility.

Music

YEAR SCHEDULE

Continue work of Seventh Grade. Take section 7, and complete Gerritsen's Music Notebook No. 3.

Drawing

YEAR SCHEDULE

Continued.

Physical Culture

YEAR SCHEDULE

Continued.

SECOND PERIOD — FIRST GRADE

Bible and Nature

Bible Nature.— Stories 18 to 34.

Reading and Language

Reading.— Blackboard and chart work continued. Reader, to page 56.

Spelling and Phonics

See First Period.

Manumental Arts

See First Period.

Numbers

See First Period.

Penmanship

Continue throughout year as outlined in First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

NOTE.— The expression, "First Period," indicates the work as outlined in the First Period of the corresponding Grade. If no outline is given, see the Year Schedule.

SECOND PERIOD — SECOND GRADE

Bible and Nature

Bible Nature.— Stories 18 to 34.

Reading and Language

Reading.— Reader, pages 30-59.

Spelling and Phonics

See First Period.

Manumetal Arts

See First Period.

Numbers

Write number scale to 20. Study and use foot rule, showing inches and half inches only. Use Latshaw patent half-inch rule.

Study of number 3 in triangle; of 4 in 4-inch square; of 5 in nickel, in number of school days in week; of 6 in form of snowflake, in half dozen, in half foot. Counting serially to 56 from Reader pages.

Penmanship

See First Period.

Music

See First Period, First Grade.

Drawing

Continue work of First Grade.

Physical Culture

See First Grade.

SECOND PERIOD — THIRD GRADE

Bible and Nature

Bible Nature.— Stories 18 to 34.

Reading and Language

Reading.— Reader, pages 58-108.

Spelling

See First Period.

Manumetal Arts

See First Period.

Arithmetic

Stone-Millis' Primary, pages 67-83. Give special attention to neatness, form, and careful figure formation in all written work.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

SECOND PERIOD — FOURTH GRADE

Bible

"Bible Lessons," Book One, chapters 4 to 6; Abraham, Isaac, Job, Jacob. Develop outline maps, showing travels of Abraham, Isaac, and Jacob. Diagram of family of Abraham. Continue chapter outlines of book of Genesis.

Nature

Bible Nature Series, Book One, chapter 5.

Reading and Language

Reading.—Reader, pages 71-126.

Language.—Follow work outlined in Reader. In connection with Bible lessons write ten biographical stories during the year. The oral telling of these stories preceding the written work gives practice in the oral use of language. In this work give attention to correct form and logical development.

Spelling

See First Period.

Manumetal Arts

Raffia and Reed: Reed mat, raffia handbag, knot-stitch basket. Study of materials used.

Arithmetic

Stone-Millis' Primary, pages 173-190.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

SECOND PERIOD — FIFTH GRADE

Bible

"Bible Lessons," Book Two, lessons 24 to 44, and review. Map showing kingdoms of David and Solomon. Diagram of Solomon's temple. Finish memorizing chapter outlines of First Samuel. Begin chapter outlines of First Kings.

Nature

Bible Nature Series, Book Two, pages 77-141.

Reading and Language

Reading.— Reader, pages 71-127.

Spelling

See First Period.

Manumetal Arts

Second, Third, and Fourth Periods.

SEWING.— Review stitches for both boys and girls: even basting, running stitch, back-stitch, half-back stitch, overhanding, overcasting, hemming. *Advanced Stitches and Exercises for Both Boys and Girls*: Hemstitch, flat fell, French seam, binding, sewing on buttons, simple buttonhole. *Advanced Exercises for Girls Only*: Gathering, featherstitch, sewing gathers into band, straight facing, bias facing, sewing embroidery on edge, matching embroidery, sewing lace on hems, tucking, sewing ruffles up on gore, hemming placket, sewing on hooks and eyes, making eyelets and loops. *Models for Girls*: Doll's apron, petticoat, nightgown, combination, dress, kimono, coat. Each girl to make from two to four for a doll at least fifteen inches long. *Models for Boys*: Woodwork apron, and hemstitched handkerchief, or handkerchief case.

WOODWORK.— *Thin Woodwork for Boys*: Tools needed: knife, scroll saw, file, sandpaper, rule, pencil. *Materials*: Half- or quarter-inch basswood, oak, black walnut, or any suitable wood with fine grain. Wood stain, or dyes, and wax. Make working drawings of all models to be constructed, designing for decorative purposes. *Suggestive Models*: Plant mark, match strike, garden bed mark, shelf, bracket, book rack, pencil rack, easel, photograph frame, calendar back, thermometer back, toothbrush holder, whisk-broom holder, etc. Each pupil should make from four to six models.

Arithmetic

Stone-Millis' Complete, pages 25-57. Intermediate, pages 25-57.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

SECOND PERIOD — SIXTH GRADE

Bible

"Bible Lessons," Book Three, lessons 28 to 51. Map showing countries in time of Christ. Diagram of the Herods of the New Testament. Diagram of the Life of Christ, showing events in Jesus' early life, his early public ministry, and his ministry in Judea.

Nature

Bible Nature Series, Book Three, pages 89-169. Develop Notebook work.

Reading and Language

Reading.— Reader, pages 77-128.

Spelling

See First Period.

Manumental Arts

See First Period.

Arithmetic

Stone-Millis' Complete, pages 159-185. Intermediate, pages 159-185.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

SECOND PERIOD — SEVENTH GRADE

Bible

"Bible Lessons," Book Four, lessons 21 to 42. Chapter outlines continued to Acts 18.
Map of Paul's first and second missionary journeys.

Geography

See First Period.

Physiology

Coleman's "Hygienic Physiology," pages 79-183.

Reading

See First Period.

Grammar

Bell's "Natural Method in English," Revised, lessons 26 to 50, pages 57-86.

Spelling

See First Period.

Manumetal Arts

See First Period.

Arithmetic

Stone-Millis' Complete, pages 318-341. Advanced, pages 42-65.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

SECOND PERIOD — EIGHTH GRADE

Bible

Bulletin No. 6, lessons 26 to 47, pages 9-16.

History

United States History.— Dickson's, pages 100-218.

Civics

Forman's, pages 85-167.

Reading

See First Period.

Grammar

Bell's "Natural Method in English," Revised, lessons 163 to 183, pages 245-272.

Spelling

See First Period.

Manumetal Arts

See First Period.

Arithmetic

Stone-Millis' Complete, pages 449-471. Advanced, pages 173-195.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

THIRD PERIOD — FIRST GRADE

Bible and Nature

Bible Nature.— Stories 1 to 18 of group formerly arranged for the second term, but now beginning with the thirteenth week, or last Period of the First Semester.
See First Period also.

Reading and Language

Reading.— Reader, to page 90. Teach page 90 orally as memory work, not to be read by pupil.

Spelling and Phonics

Spelling.— Flash spelling of short words.
See First Period.

Manumetal Arts

See First Period.

Numbers

See First Period.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

THIRD PERIOD — SECOND GRADE

Bible and Nature

Bible Nature.—Stories 1 to 18. (See explanation under Bible Nature in First Grade.)

Reading and Language

Reading.—Reader, pages 60-104.

Spelling and Phonics

See First Period.

Manumental Arts

See First Period.

Numbers

Write number scale to 31. Count to 100. Read to 100 in number scale. Practice in handling money. Study of number 5 from star, clock, five-petaled flower forms. Use of pint and quart measures, and study of number 2. Roman numerals to XII from clock. Counting by 10's to 100; by 5's to 60 on clock face, fingers, star points; use of dimes. Learn from clock that 60 seconds make 1 minute, 60 minutes 1 hour, 24 hours 1 day. From calendar learn that 12 months make 1 year, and that 4 seasons make 1 year. Study objectively $\frac{1}{4}$ of a dollar, $\frac{1}{4}$ of a year, $\frac{1}{4}$ of an hour.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

THIRD PERIOD — THIRD GRADE

Bible and Nature

Bible Nature.— Stories 1 to 18. (See under First Grade.)

Reading and Language

Reading.— Reader, pages 111-154.

Spelling

See First Period.

Manumetal Arts

See First Period.

Arithmetic

Stone-Millis' Primary, pages 84-100.

Penmanship

See First Period.

Music

See First Period.

Drawing

Third and Fourth Periods. Use Pastello.

Physical Culture

See First Period.

THIRD PERIOD — FOURTH GRADE

Bible

"Bible Lessons," Book One, chapter 7.

Nature

Bible Nature Series, Book One, chapters 7, 8, 9.

Reading and Language

Reading.— Reader, pages 127-187.

Spelling

See First Period.

Manumetal Arts

Sewing: Teach position while sewing, threading the needle, tying knot, use of thimble, and other general principles. *List of Stitches*: Even and uneven basting, running stitch, chain stitch, cross-stitch, embroidery, buttonhole or blanket stitch, outline stitch, half-back stitch, backstitch, hemming, overcasting, overhanding. *Materials*: Double-barred canvas, Indian head, burlap, check gingham. *Models*: Needlebook, holder, quilt, burlap mat, burlap school bag, sewing apron for girls.

Arithmetic

Stone-Millis' Primary, pages 191-208.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

THIRD PERIOD — FIFTH GRADE

Bible

"Bible Lessons," Book Two, lessons 45 to 62. Begin diagram of "The Divided Monarchy." Develop map showing kingdoms of Judah and Israel. Finish chapter outlines of 1 Kings.

Nature

Bible Nature Series, Book Two, pages 200-256.

Reading and Language

Reading.—Reader, pages 128-181.

Spelling

See First Period.

Manumetal Arts

See previous Periods.

Arithmetic

Stone-Millis' Complete, pages 58-78. Intermediate, pages 58-78.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

THIRD PERIOD — SIXTH GRADE

Bible

"Bible Lessons," Book Three, lessons 52 to 74, and review. Continue diagram showing events of Christ's first tour through (eastern) Galilee, second tour through (southern) Galilee, and third tour through (central) Galilee. Make plain the different names of the twelve apostles.

Nature

Bible Nature Series, Book Three, pages 210-286.

Reading and Language

Reading.— Reader, pages 129-174.

Spelling

See First Period.

Manumetal Arts

See previous Periods.

Arithmetic

Stone-Millis' Complete, pages 186-215. Intermediate, pages 186-215.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

THIRD PERIOD — SEVENTH GRADE

Bible

"Bible Lessons," Book Four, lessons 43 to 59. Chapter outlines continued to Acts 21. Map of Paul's third missionary journey.

Geography

See First Period.

Physiology

Coleman's "Hygienic Physiology," pages 184-267.

Reading

See Fourth Period.

Grammar

Bell's "Natural Method in English," Revised, lessons 51 to 75, pages 81-117.

Spelling

See First Period.

Manumetal Arts

Cooking for Girls.—This work may be made very practical during the winter months by frequently serving hot lunch to children who do not go home to dinner. Study food elements, food values, food combinations, menus, various ways of cooking, where and how different foods are manufactured or grown, table etiquette, health principles, etc. Make a notebook recording these studies and recipes for cooking. In art class make decorative designs for various sections of notebook. Forty-eight lessons, with recipes as follows: Toasts 2, eggs 2, beverages 1, sandwiches 1, soups 4, vegetables 4, sauces 2, cereals 4, breads 8, pies 3, cakes 2, puddings 3, entrées 4, salads 4, preserving fruit and vegetables 4. (Fulton's "Vegetarian Cookbook" gives good recipes.) Let cooking class serve a meal about once a month to invited guests.

Woodwork for Boys.—Griffith's "Essentials of Woodworking" in hands of teacher. Draw and ink in working drawings of all models constructed. Study use of following tools: Ruler, try-square, gauge, knife, jack plane, rip saw, crosscut saw, compass saw, wood file, sandpaper, hammer, nail set, screw driver, countersink, brace and bit, nails, and screws. *Exercises:* Planing and squaring a board to given dimensions, sawing to a line, boring for dowels, butt joint, cross-lap joint, laying out duplicate parts. *Wood:* White pine, redwood, poplar. Begin a collection of woods commonly used in manufacturing. Mount ten kinds. *Models:* Flat work, such as key rack or coat rack, spool holder, necktie rack, bread board, plant stand (illustrating cross-lap joint), or any other simple articles involving only the exercises for this year. Chair caning applied to chair, footstool, paper rack, book-holders, etc.

Arithmetic

Stone-Millis' Complete, pages 342-361. Advanced, pages 66-85.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

THIRD PERIOD — EIGHTH GRADE

Bible

Bulletin No. 6, lessons 48 to 51 in Part I, and lessons 1 to 15 in Part II, pages 16-25.

History

United States History.— Dickson's, pages 219-328.

Civics

Forman's, pages 168-231.

Reading

See First Period.

Grammar

Bell's "Natural Method in English," Revised, lessons 184 to 206, pages 273-312.

Spelling

See First Period.

Manumental Arts

See First Period.

Arithmetic

Stone-Millis' Complete, pages 472-497. Advanced, pages 196-221.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

FOURTH PERIOD — FIRST GRADE

Bible and Nature

Bible Nature.— Stories 19 to 36 of group formerly arranged for the second term, but now beginning with the nineteenth week, or First Period of the Second Semester.

Reading and Language

Reading.— Reader, pages 90-126.

Spelling and Phonics

Spelling.— Written spelling from dictation.

Manumetal Arts

See First Period.

Numbers

See First Period.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

FOURTH PERIOD — SECOND GRADE

Bible and Nature

Bible Nature.—Stories 19 to 36. (See explanation under Bible Nature in First Grade.)

Reading and Language

Reading.—Reader, pages 105-163.

Spelling and Phonics

Spelling.—Miss Hale's speller for Grade Two. In addition to this teach new words as they occur in different subjects. Give much sentence spelling from dictation. Oral and written drills daily. Ten words in written lists.

Manumental Arts

See First Grade.

Numbers

Review of numbers 2 and 4. Write numbers to 50. Study and use one-fourth-inch ruler, using Latshaw patented quarter-inch ruler. Use of pound and ounce; $\frac{1}{2}$ pound equals 8 ounces; $\frac{1}{4}$ pound equals 4 ounces.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

FOURTH PERIOD — THIRD GRADE

Bible and Nature

Bible Nature.— Stories 19 to 36. (See under First Grade.)

Reading and Language

Reading.— Reader, pages 155-199.

Spelling

See First Period.

Manumental Arts

See First Period.

Arithmetic

Stone-Millis' Primary, pages 100-116.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

FOURTH PERIOD — FOURTH GRADE

Bible

"Bible Lessons," Book One, chapter 9 to lesson 88.

Nature

Bible Nature Series, Book One, chapter 10; chapter 6 to page 124.

Reading and Language

Reading.—Reader, pages 187-249.

Spelling

See First Period.

Manumetal Arts

Same as Third Period.

Arithmetic

Stone-Millis' Primary, pages 209-227.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

FOURTH PERIOD — FIFTH GRADE

Bible

"Bible Lessons," Book Two, lessons 63 to 82. Continue diagram of the Divided Monarchy. Memorize chapter outlines of 2 Kings, chapters 1 to 15, and Jonah.

Nature

Bible Nature Series, Book Two, pages 257-328.

Reading and Language

Reading.— Reader, pages 182-236.

Spelling

See First Period.

Manumetal Arts

See First Period.

Arithmetic

Stone-Millis' Complete, pages 79-100. Intermediate, pages 79-100.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

FOURTH PERIOD — SIXTH GRADE

Bible

"Bible Lessons," Book Three, lessons 75 to 96. Continue diagram showing events of Jesus' closing work in Galilee, and at the Feast of Tabernacles, and events in P'erea.

Nature

Bible Nature Series, Book Three, pages 287-334.

Reading and Language

Reading.— Reader, pages 175-228.

Spelling

See First Period.

Manumental Arts

See First Period.

Arithmetic

Stone-Millis' Complete, pages 216-240. Intermediate, pages 216-240.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

FOURTH PERIOD — SEVENTH GRADE

Bible

"Bible Lessons," Book Four, lessons 60 to 80, and review. Chapter outlines continued to Acts 28 and memorized from chapter 1. Map of Paul's journey to Rome.

Geography

See First Period.

Reading

Reader Six, pages 337-371. During this semester give thorough work on applied articulation, review the subject of phonetics and diacritical marks. Study intensively the thought of each section with a view to correct understanding and expression. Acquire the proper use of the vocal organs, so that the voice is full and pleasant, and carries well. Give attention to word study and dictionary work in its various phases, and require memory work of both prose and poetical selections from the reader, at least one of each in each period. Before the pupil is excused from reading, he must have reached a good degree of proficiency in all these elements of reading; he must be able to gather quickly and intelligently the thought from the printed page, and read easily to an audience.

Grammar

Bell's "Natural Method in English," Revised, lessons 76 to 96, pages 117-145.

Spelling

Second Semester.

Hicks's "Champion Speller," lessons 81 to 160, and review. Three days each period may be allowed for reviews or examinations. Otherwise give daily written tests of 20 words, 10 from the speller, and 10 selected from other lessons studied during the day, choosing those which the child is most likely to use in written work on those subjects.

Manumetal Arts

Same as Third Period.

Arithmetic

Stone-Millis' Complete, pages 366-386. Advanced, pages 90-110.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

FOURTH PERIOD — EIGHTH GRADE

Bible

Bulletin No. 6, Part II, lessons 16 to 32.

History

United States History.— Dickson's, pages 329-447.

Agriculture

Stebbins's "Principles of Agriculture Through the School and Home Garden," chapters 1 to 15, pages 1-117. (Note the Appendix.) Correlate with School Gardening for the year.

Reading

See Seventh Grade.

Grammar

Bell's "Natural Method in English," Revised, lessons 207 to 224, pages 312-341.

Spelling

See First Period.

Manumental Arts

Continue gardening as planned for Grade Seven, correlating it with Agriculture. *Care of Schoolroom:* Throughout the year.

Arithmetic

Stone-Millis' Complete, pages 497-520. Advanced, pages 221-241.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

FIFTH PERIOD — FIRST GRADE

Bible and Nature

Bible Nature.— Stories 1 to 15 of the group formerly arranged for the first term, but now beginning with the twenty-fifth week, for the Second Period of the Second Semester.

Reading and Language

Reading.— Reader, pages 127-164.

Spelling and Phonics

Spelling.— Oral spelling introduced; written spelling continued.

Manumetal Arts

See First Period.

Numbers

See First Period.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

FIFTH PERIOD — SECOND GRADE

Bible and Nature

Bible Nature.—Stories 1 to 15. (See explanation under Bible Nature in First Grade.)

Reading and Language

Reading.—Reader, pages 164-217.

Spelling and Phonics

See First Period.

Manumetal Arts

See First Period.

Numbers

Fifth and Sixth Periods. Work of previous period continued. Thought problems worked out objectively. Reading numbers to 190 from pages in Reader. Writing numbers to 100.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

FIFTH PERIOD — THIRD GRADE

Bible and Nature

Bible Nature.— Stories 1 to 15. (See under First Grade.)

Reading and Language

Reading.— Reader, pages 200-252.

Spelling

Miss Hale's Speller for Grade Three. Written lists of 10 words daily. Study new words as met in all subjects. Continue sentence dictation.

Manumetal Arts

See First Period.

Arithmetic

Stone-Millis' Primary, pages 117-135.

Penmanship

See First Period.

Music

See First Period.

Drawing

(Fifth and Sixth Periods.) Water colors.

Physical Culture

See First Period.

FIFTH PERIOD — FOURTH GRADE

Bible

"Bible Lessons," Book One, chapter 9 completed. Finish map of Wilderness Wanderings. Diagram of tabernacle and court, breastplate of high priest, sanctuary services, and camp of Israel, showing line of march. Finish and memorize chapter outline of Exodus.

Nature

Bible Nature Series, Book One, chapter 6, pages 125-154; chapter 11.

Reading and Language

Reading.— Reader, pages 250-300.

Spelling

See First Period.

Manumetal Arts

Fifth and Sixth Periods.

Gardening: Judge temperature, winds, kinds of clouds; study thermometer. Review essentials for plant growth: soil, moisture, light. Pupils make and record their own experiments, showing that plants eat, drink, and require soil, moisture, heat, and light. Quality of food and moisture used. Collect and classify seeds used. Seed testing. How to plant seeds. Study of tubers and bulbs. Preparation of beds. Making a wild garden. Study of plants. Transplanting. Disease and insects common to plants grown by pupil. Flower garden. Gathering and disposing of crops. Tithing and missionary money. Pupil records work done and observations made. *Care of Schoolroom:* Continued. Study schoolroom decoration.

Arithmetic

Stone-Millis' Primary, pages 228-243.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

. See First Period.

FIFTH PERIOD — FIFTH GRADE

Bible

"Bible Lessons," Book Two, lessons 83 to 102. Development of Captivities. Finish diagram of the Divided Monarchy. Finish chapter outlines of 2 Kings, and of Daniel, chapters 1 to 6. Draw plan of city of Babylon.

Nature

Bible Nature Series, Book Two, pages 142-199.

Reading and Language

Reading.—Reader, pages 237-293.

Spelling

See First Period.

Manumetal Arts

Fifth and Sixth Periods.

Gardening: Continue work as planned for Fourth Grade. *Care of Schoolroom*: Throughout the year.

Arithmetic

Stone-Millis' Complete, pages 101-120. Intermediate, pages 101-120.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

FIFTH PERIOD — SIXTH GRADE

Bible

"Bible Lessons," Book Three, lessons 97 to 121. Continue diagram showing events of Jesus' last journey to Jerusalem, and the events of the Passover (Thursday) evening.

Nature

Bible Nature Series, Book Three, pages 334-400.

Reading and Language

Reading.— Reader, pages 229-285.

Spelling

See First Period.

Manumetal Arts

Fifth and Sixth Periods.

Gardening: Continue work as planned for Grades Four and Five. *Care of Schoolroom*: Throughout the year.

Arithmetic

Stone-Millis' Complete, pages 241-260. Intermediate, pages 241-260.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

FIFTH PERIOD — SEVENTH GRADE

Bible

"Bible Lessons," Book Four, lessons 81 to 100, and review. Arrange and memorize texts for short Bible readings on the Law of God, the Sabbath, Gift of Prophecy, Nature of Man, and Tithes. Other subjects to be learned with such memory texts as pupil may choose or teacher may select.

Geography

See First Period.

Reading

Reader, Book Six, pages 372-407.

Grammar

Bell's "Natural Method in English," Revised, lessons 97 to 116, pages 145-174.

Spelling

See previous Periods.

Manumetal Arts

Fifth and Sixth Periods.

Gardening: (On days not needed for gardening, pupils may devote manual training time to unfinished work in sewing or woodwork, or they may work with various textiles indicated by teacher.) Continue work as planned for previous Grades. *Weather:* Judge and record winds and temperature; kinds and meanings of clouds; study of barometer. *Soils:* Chemical properties; growing plants with different food elements; physical relation of soil to the plant. *Seeds:* Collection, classification, testing. Plant reproduction from stem, leaf, and root cuttings; division, layering. Study of biennials and perennials, transplanting, improvement of plants. Keep records of all work done, and watch for spiritual lessons from observation of work. *Care of Schoolroom:* Throughout the year.

Arithmetic

Stone-Millis' Complete, pages 387-405. Advanced, pages 111-129.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

FIFTH PERIOD — EIGHTH GRADE

Bible

Bulletin No. 6, Part II, lessons 33 to 52.

History

United States History.— Dickson's, pages 448-531.

Agriculture

Stebbins's "Principles of Agriculture Through the School and Home Garden," chapters 16 to 30, pages 118-238. (Note the Appendix.)

Reading

See First Period.

Grammar

Bell's "Natural Method in English," Revised, lessons 225 to 241, pages 342-373.

Spelling

See First Period.

Manumetal Arts

Fifth and Sixth Periods.

Gardening: Continue as planned for the Seventh Grade, correlating it with Agriculture.

Care of Schoolroom: Throughout the year.

Arithmetic

Stone-Millis' Complete, pages 520-544. Advanced, pages 242-262.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

SIXTH PERIOD — FIRST GRADE

Bible and Nature

Bible Nature.— Stories 16 to 30 of the group formerly arranged for the first term, but now beginning with the thirty-first week, or the Third Period of the Second Semester.

Reading and Language

Reading.— Reader, pages 165-190.

Spelling and Phonics

Spelling.— Writing short, easy sentences from dictation. By the close of the year spell a minimum of 100 stock words selected from Reader (First Grade).

Manumetal Arts

See First Period.

Numbers

See First Period.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

SIXTH PERIOD — SECOND GRADE

Bible and Nature

Bible Nature.—Stories 16 to 30. (See under Bible Nature in First Grade.)

Reading and Language

Reading.—Reader, pages 218-240, and review.

Spelling and Phonics

See previous Periods.

Manumental Arts

See previous Period.

Numbers

See previous Periods.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

SIXTH PERIOD — THIRD GRADE

Bible and Nature

Bible Nature.—Stories 16 to 30. (See under First Grade.)

Reading and Language

Reading.—Reader, pages 252-292, and review. See that pupils have a thorough knowledge of all diacritical marks.

Spelling

See previous Periods.

Manumetal Arts

See previous Periods.

Arithmetic

Stone-Millis' Primary, pages 136-154.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

SIXTH PERIOD — FOURTH GRADE

Bible

"Bible Lessons," Book One, chapter 10. Joshua. Review work of last semester. Develop map of Canaanite tribes; division of land among tribes of Israel. Develop and memorize chapter outline of Joshua.

Nature

Bible Nature Series, Book One, chapters 12 to 16, and review. Develop nature notebook.

Reading and Language

Reading.— Reader, pages 301-345.

Spelling

See First Period.

Manumental Arts

Fifth and Sixth Periods.

Arithmetic

Stone-Millis' Primary, pages 244-256, and review.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

SIXTH PERIOD — FIFTH GRADE

Bible

"Bible Lessons," Book Two, lessons 103 to 122, and review. Outlines of the three decrees of Ezra. Chapter outlines of Ezra and Esther. General diagram of Old Testament events from Creation to Malachi, including "400 years of silence," and extending to the birth of Jesus.

Nature

Bible Nature Series, Book Two, pages 329-432. Develop notebook.

Reading and Language

Reading.—Reader, pages 293-347.

Spelling

See First Period.

Manumetal Arts

Fifth and Sixth Periods.

Arithmetic

Stone-Millis' Complete, pages 121-136, and review. Intermediate, pages 121-136, and review.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

SIXTH PERIOD — SIXTH GRADE

Bible

"Bible Lessons," Book Three, lessons 122 to 134, and review. Finish diagram of the Life of Christ, showing the remaining events of the Passion Week, the Resurrection, the Forty Days, and the Ascension. Make plain the Marys and the Johns of the New Testament.

Nature

Bible Nature Series, Book Three, pages 170-204, and review. Develop notebook work.

Reading and Language

Reading.— Reader, pages 286-336.

Spelling

See First Period.

Manumetal Arts

Fifth and Sixth Periods.

Arithmetic

Stone-Millis' Complete, pages 261-276, and general review. Intermediate, pages 261-276, and general review.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

SIXTH PERIOD — SEVENTH GRADE

Bible

"Bible Lessons," Book Four, lessons 101 to 120, and review. Arrange and memorize texts for short Bible readings on Baptism, the Heavenly Sanctuary, the Judgment, the Second Coming of Christ, Signs of Christ's Coming, the Resurrection, the Millennium, and the New Earth. Teacher or pupil may select other topics.

Geography

See First Period.

Reading

Reader, Book Six, pages 408-437. See Fourth Period for directions for reading during this semester.

Grammar

Bell's "Natural Method in English," Revised, lessons 117 to 137, pages 175-209.

Spelling

See Fourth Period.

Manumetal Arts

Fifth and Sixth Periods.

Arithmetic

Stone-Millis' Complete, pages 405-420, and review. Advanced, pages 129-144, and review.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

SIXTH PERIOD — EIGHTH GRADE

Bible

Bulletin No. 6, Part II, lessons 53-83, and review.

History

United States History.— Dickson's, general review.

Agriculture

Stebbins's "Principles of Agriculture Through the School and Home Garden," chapters 31 to 41, pages 239-344. (Note the Appendix.) Correlate with School Gardening.

Reading

See First Period.

Grammar

Bell's "Natural Method in English," Revised, lessons 242 to 258, pages 373-398.

Spelling

See First Period.

Manumetal Arts

Fifth and Sixth Periods.

Arithmetic

Stone-Millis' Complete, pages 545-566. Advanced, pages 263-290.

Penmanship

See First Period.

Music

See First Period.

Drawing

See First Period.

Physical Culture

See First Period.

List of Textbooks and Supplies to be Used by the Pupils of Seventh-day Adventist Schools Grades One to Eight

GRADE 1

1. True Education Reader Series, Book One....	\$.60
2. Palmer's Writing Lessons, Grades 1 to 3 *	.15
3. Manual Training Supplies	.50
4. General Supplies	1.25

Total\$2.50

SUPPLEMENTARY BOOKS ¹

1. "Our Little Folks' Bible Nature"	\$.50
2. "Plant Life," by Florence Bass	.25
3. "Wide Awake Primer"	.30
4. "Arnold Primer"	.30

Total\$1.35

¹ The supplementary books in each grade are to be in the library, and their purchase by the pupil is optional.

Note.—The total cost per capita of all the books required in each grade is indicated in the list. In many instances the total cost per capita each year can be reduced considerably, in as much as many of the books may be used during two or more years. Books which may be used more than one year are starred.

GRADE 2

1. True Education Reader Series, Book Two	\$.60
2. Outline in Spelling, Grade 2	.10
3. Palmer's Writing Lessons, Grades 1 to 3 * ..	.15
4. Manual Training Supplies	.50
5. General Supplies	1.50

Total\$2.85

SUPPLEMENTARY BOOKS

1. "Animal Life," by Florence Bass	\$.35
2. "The Story of Joseph"	.25
3. Our Little Friend	.60

Total\$1.20

GRADE 3

1. Bible * ¹	\$
2. True Education Reader, Book Three	.75
3. Outline in Spelling, Grade 3	.10
4. Palmer's Writing Lessons, Grades 1 to 3 * ..	.15
5. Stone-Millis' Arithmetic, Primary * ²	.35
6. Music Notebooks, Nos. 1 and 2, Grades 3 to 6 *	.35
7. Manual Training Supplies	.50
8. General Supplies	1.75

Total\$3.95

SUPPLEMENTARY BOOKS

1. "The House We Live In"	\$1.00
2. "Uncle Ben's Cobblestones" *	1.00
3. "Christ Our Saviour" *	.60
4. Our Little Friend	.60

Total\$3.20

¹ The price of Bibles will vary according to size and quality.

² The Complete Edition (Intermediate and Advanced combined) may be obtained for 60 cents.

GRADE 4

1. Bible *	\$
2. McKibbin's Bible Lessons, Book One	.90
3. Bible Maps, Set 1	.05
4. Bible Nature Series, Book One	1.20
5. Nature Study Notebook	.40
6. True Education Reader Series, Book Four ...	1.00
7. Outline in Spelling, Grade 4	.10
8. Palmer's Method of Business Writing *	.25
9. Stone-Millis' Arithmetic, Primary *	.35
10. Music Notebooks, Nos. 1 and 2 *	.35
11. Manual Training Supplies	1.00
12. General Supplies	2.00

Total\$7.60

SUPPLEMENTARY BOOKS

1. "Uncle Ben's Cobblestones" *	\$
2. "Christ Our Saviour" *	
3. Our Little Friend	.60
4. "Child's Book of Nature," by Hooker, Grades 4 to 6 *	1.00
5. "First Book of Birds"	.60

Total\$2.20

GRADE 5

1. Bible *	\$
2. McKibbin's Bible Lessons, Book Two	.90
3. Bible Maps, Set 2	.05
4. Bible Nature Series, Book Two	1.35
5. True Education Reader Series, Book Five ...	.90
6. Outline in Spelling, Grade 5	.10
7. Stone-Millis' Arithmetic, Intermediate *	.40
8. Palmer's Method of Business Writing *	.25
9. Music Notebooks, Nos. 1 and 2 *	.35
10. Dictionary (minimum price) * ¹	.80
11. Manual Training Supplies	1.00
12. General Supplies	2.25

Total\$8.35

¹ Dictionaries recommended:—

Webster's Common School Dictionary ..	\$.80
Webster's High School Dictionary	1.00
Webster's Academic Dictionary	1.65

SUPPLEMENTARY BOOKS

(See note under Grade 1.)

1. "Child's Book of Nature," by Hooker *	\$
2. Youth's Instructor, Grades 5 to 8	1.25
3. "Friends and Foes in Field and Forest"	1.00

Total\$2.25

GRADE 6

1. Bible *	\$
2. McKibbin's Bible Lessons, Book Three	1.20
3. Bible Maps, Set 3 *	.05
4. Bible Nature Series, Book Three	1.50
5. Nature Study Notebook, No. 3	.40
6. True Education Reader Series, Book Six *	1.00
7. Hicks's Champion Speller *	.25
8. Stone-Millie's Arithmetic, Intermediate *	.40
9. Palmer's Method of Business Writing *	.25
10. Music Notebooks, Nos. 1 and 2 *	.35
11. Dictionary (minimum price) *	.80
12. Manual Training Supplies	1.00
13. General Supplies	2.25

Total\$9.45

SUPPLEMENTARY BOOKS

1. "Child's Book of Nature," by Hooker *	\$
2. Youth's Instructor	1.25
3. "The Desire of Ages"	1.50
4. Carpenter's Geographical and Industrial Readers (Grades 6 and 7) * :—	
North America	.60
South America	.60
Asia	.60
Africa	.60
Australia, Our Colonies, and Other Islands	.60
of the Sea	.60
Europe	.70

Total\$6.45

¹ The cost may be apportioned between the two grades.

GRADE 7

1. Bible *	\$
2. McKibbin's Bible Lessons, Book Four	1.20
3. Bible Maps, Set 3 *	.05
4. Morton's Advanced Geography	1.35
5. Coleman's Hygienic Physiology	.60
6. True Education Reader Series, Book Six *	1.00
7. Bell's Natural Method in English, Revised *	1.00
8. Hicks's Champion Speller *	.25
9. Stone-Millie's Arithmetic, Advanced *	.45
10. Palmer's Method of Business Writing *	.25
11. Music Notebook, No. 3 *	.25
12. Dictionary (minimum price) *	.80
13. Manual Training Supplies	1.50
14. General Supplies	2.50

Total\$11.20

SUPPLEMENTARY READING

1. Youth's Instructor
2. Carpenter's Geographical and Industrial Readers *
3. "The Acts of the Apostles"
4. Evans's "First Lessons in American History"
5. Nida's "Dawn of American History in Europe"

Total

GRADE 8

1. Bible *
2. "Principles of Agriculture Through School and the Home Garden," Stobbs¹.
3. Bell's Natural Method in English, Revised *.
4. Hicks's Champion Speller *
5. Dickson's American History for the Grammar School
6. "Essentials of Civil Government," Forman ..
7. Stone-Millie's Arithmetic, Advanced *
8. Palmer's Method of Business Writing *
9. Music Notebook, No. 3 *
10. Dictionary (minimum price) *
11. Manual Training Supplies
12. General Supplies

Total

SUPPLEMENTARY READING

1. Youth's Instructor
2. "The Story of Daniel"
3. "The Story of the Seer of Patmos"

Total

¹ "Agriculture for Schools on the Pacific Slope" Hillgard and Osterhout, \$1.00.

TEACHERS' READING COURSE FOURTH YEAR

AUTHORIZED BY THE DEPARTMENT AT ITS FIFTEENTH
MEETING, HELD AT COLLEGE VIEW, NEBRASKA,
MARCH 8, 1911

FIRST PUBLISHED AS A SERIAL IN THE MAGAZINE
CHRISTIAN EDUCATION, VOLUME SIX



PUBLISHED FOR
DEPARTMENT OF EDUCATION
OF THE
GENERAL CONFERENCE OF SUNDAY-SCHOOL TEACHERS
BY THE
REVIEW AND HERALD PUBLISHING CO.
TAKOMA PARK, WASHINGTON, D. C.
1915

[REDACTED]

TEACHERS' READING COURSE

FOURTH YEAR

AUTHORIZED BY THE DEPARTMENT AT ITS FIFTEENTH
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Department Publications

♦ ♦ ♦ ♦

Christian Educator Magazine (monthly—10 Nos.) \$1.00 a year
Spelling Booklets for Grades 2, 3, 4, 5 5 cts. each grade
Pioneer Pictures, Set I (4 pictures), 10 cts. a set; 3 sets, 25 cts.

EDUCATIONAL BULLETINS

No. 1. Teachers' Reading Course, First Year.....	\$.05
No. 2. Blackboard Suggestions for Oral Bible.....	.03
No. 3. Elementary Wood-Work	.03
No. 4. Construction Work in the Elementary School....	.04
No. 5. Language in the Primary Grades.....	.02
No. 6. Outline Lessons in Prophetic History.....	.15
No. 7. Teachers' Reading Course, Second Year.....	.05
No. 8. Drawing Lessons	.07
No. 9. Outline in Geography	.04
No. 10. Educational Council (1913)	.05
No. 11. Teachers' Reading Course, Third Year.....	.05
No. 12. Primary Bible Nature	.15
No. 13. Educational Council (1915)	.05
No. 14. Elementary Course of Study (in detail)	.05
No. 15. Teachers' Reading Course, Fourth Year	.05
No. 16. Outline Notebook, Teachers' Reading Course, 1915-16	.15

ORDER THROUGH YOUR TRACT SOCIETY

Teachers' Reading Course

Fourth Year

Our Reading Course

THE three previous Bulletins on this course are Nos. 1, 7, and 11. Price, 5 cents each. No. 1 covers the books "Education" and "Waymarks for Teachers;" No. 7, "Special Method in Reading" and "Mistakes in Teaching;" No. 11, "Counsels to Teachers" and "School Management and Methods."

Teachers who are beginning this course for the first time would do well to take the work outlined in Nos. 1 and 11 first, as these include our own two special books on education. Either of these courses will count the same for securing a reading course certificate as the current year's course.

Reading Course Requirements

Here is the regulation of the General Department applying to the reading course:—

"Candidates applying for certificates of whatever grade during 1913 must present with their applications evidence of having pursued satisfactorily one year's work in the Teachers' Reading Course; those applying during 1914, evidence for two years' work; those applying during 1915, three years' work; and all renewals will be conditioned upon faithful pursuance of the regular reading courses."

A New Plan

By recent action of the Department, it was decided to outline the books one at a time this year, and to require of readers either the

notes or the thesis, but not both. The first book is begun herewith.

Outline

SEPTEMBER

Book: "Special Method in Arithmetic,"
McMurry¹

CHAPTERS 1 and 2, pages 1-29.

I. Brief Historical Review

1. Importance of Arithmetic
 - a. Neglect in schools of humanists and philanthropine
 - b. Trapp's work—modern teaching begun
 - c. Character of work for three previous centuries
2. Pestalozzi's Work and Methods
 - a. Points emphasized
 - (1) Perception (based on observation)
 - (2) Oral work (mental gymnastics)
 - (3) Arithmetic in all grades—including *first*
 - b. Extremes of Pestalozzi's disciples (Grube most notable and influential)
3. Work of Dr. Rein—modification of Grube method
 - a. Familiar things to precede artificial devices
 - b. Large thought units to be employed in study
4. History of Arithmetic in United States
 - a. Importance of arithmetic in early schools
 - (1) For practical value
 - (2) For mental discipline
 - b. These points questioned
 - Practical value
 - (1) Enumeration of practical topics
 - (2) Conclusion regarding utilities
 - Mental discipline
 - (1) Doctrine undermined by modern psychology
 - (2) Substitution of "apperception"
 - (3) Thought studies versus doubtful topics
 - (4) Result—omission of subjects
5. Dr. Dewey's Conclusions
 - a. Criticism of Grube foundation

¹ Published by The Macmillan Company.
Price, 70 cents.

- b. Employment of activity in
 - (1) Measuring
 - (2) Comparison of values and magnitudes
- 6. Tendency of Modern Teaching
 - a. Regarding first-grade number space
 - b. Regarding connection of arithmetic with other studies
- 7. History of Arithmetic Teaching Valuable
 - a. To give correct point of view
 - b. To show relative importance of subject
 - c. To avoid mistakes of past
- 8. Valuable Summary of Controlling Ideas
 - (Study and enumerate points 1-7)

II. Aim and Scope of Arithmetic

- 1. Aim — to master world quantitatively
 - a. Steps in attainment of aim
 - (1) Familiarity with units (symbols of mathematical language)
 - (2) Memorizing of number facts
 - (3) Development of number concept from objects (physical world)
 - (4) Application of number to physical things
 - (5) Learning to use the "mathematical eye"
 - (6) Finding mathematical phase of every subject
 - b. Points settled by this aim
 - (1) Topics to be omitted and why
 - (2) Kind of mental discipline furnished by arithmetic (limitation of drills,— illustrations of important and unimportant drills)
 - (3) Kind of applied problems needed (illustrations showing value of problems in illuminating other studies)
 - (4) Relation of arithmetic to other studies (note "searchlight," and "leaven" versus mastery of science of number)
 - (5) Character of mental discipline further discussed (mathematical "aptness" versus exhibitions of dexterity and skill)
 - (6) Importance of general culture value of arithmetic

General Questions

- 1. Compare early, later, and modern ideas regarding importance of arithmetic. When was the modern method first begun?
- 2. How has Pestalozzi's valuable work in arithmetic been supplemented by the Herbartian pedagogy?
- 3. What led to a questioning of the

arithmetical standard and "creed" in America, and with what results?

- 4. What considerations determine what topics should be omitted?
- 5. What importance do you attach to aim in arithmetic teaching?
- 6. What changes in your aim and in the scope of your work are suggested by this study?
- 7. How will these considerations affect the choice of a textbook?

8. What two powerful influences have hindered advancement along these lines?

NOTE.—Teachers are strongly advised to read from Smith's "Teaching of Elementary Mathematics," obtainable in most libraries, on the topics studied. Read the opening paragraph on "Importance of Aim," and the discussion of what topics should be omitted.

OCTOBER

Book: "Special Method in Arithmetic"

CHAPTER 3, pages 30-59.

I. Problems of Method

First problem: How to concrete arithmetic and relate to child's experience.

- 1. By considering use of objective materials
 - a. Value of counting physical objects
 - b. Use of miscellaneous objects with defects in materials
 - c. Use of school activities and correlated work
 - d. Purposes served by formal material.— abacus, cubes, blocks, etc.
 - e. Provision and advantages of ideal measuring units
 - f. Visualizing number pictures
 - g. Bundles of splints to illustrate decimal scale

- 2. By considering danger in all modes

Second problem: How to determine order of treatment of number facts, and distribution of facts through primary grades.

- 1. By examining Grube method
 - a. History reviewed
 - b. Reasons for popularity with teachers
- 2. By considering objections to Grube
 - a. Misconception of development of number idea
 - (1) By neglecting measurement
 - (2) By exhaustive mastery of each unit before proceeding
 - (3) By rendering work monotonous
 - b. Simultaneous learning of all number relations
 - (1) By ignoring simplicity and place of addition

- (2) By immature use of "times"
- (3) By forcing of ability to abstract and generalize
- (4) By overruling formal analysis
- c. Narrow limit of number space
 - (1) Advantages of wider range
 - (2) Breadth of child's interests

II. Planning Number Work

1. By considering choice of appropriate units of study
 - a. Objects for measurement
 - b. Character of units,—illustrations
2. By considering use and purposes of materials
 - a. From whole to parts with recombination
 - b. To gain and hold attention
 - c. To furnish interesting drill
 - d. To build and take down series
3. By considering results
 - a. Memory quicker and more thoughtful
 - b. Interpretation of whole environment
4. By considering fundamental processes
 - a. Counting
 - (1) With objects
 - (2) Pure counting
 - (3) Crude form of measuring
 - (4) Basis of addition and multiplication tables
 - b. Addition and subtraction
 - (1) Form series from materials
 - (2) Give irregular drills
 - c. Multiplication and division
 - (1) Objections to simultaneous treatment of four processes
 - (2) Proper order of procedure
 - (3) Psychological proof
 - d. Multiplication tables (proper).
Advantages of rational teaching:—
 - (1) Opportunity for review of counting and addition series in "Preparation."
 - (2) Opportunity to introduce ratio idea and simple fractions
 - (3) Opportunity to develop notion of "times" from addends
- Order of tables considered
 - (1) Similarities noted
 - (2) Peculiarities noted
 - (3) Various factors of number considered
 - (4) Most difficult table last
- Steps in teaching tables
 - (1) Addition kept in background for reference
 - (2) Repetitions and regularities noted
 - (3) Identity of products observed
- e. Decimal scale
 - (1) Use of bundles of splints
 - (2) Use of money

III. Nature of Primary Work

Relative importance of oral and written work.

1. Advantages of oral work:—
 - a. To attain speed and accuracy
 - b. To secure attention
2. Method in oral work
 - a. Work to be rapid as a rule
 - b. Time for slow pupils to think
 - c. Problems within children's interests
 - d. Children required to give problems ("number stories")
3. Influence of oral work on written
 - a. Temptation to use too much written resisted
 - b. Textbook introduced later
 - c. Leads to careful accurate abstract written work
 - d. Lubricate mental machinery
4. History of oral arithmetic. Growing importance
5. Written blackboard work
 - a. By children,—advantages
 - b. By teacher,—result to children
6. Analysis and diagrams, use and misuse

General Questions

1. Give the psychological proof that the Grube idea of number development is wrong.
2. Compare the history of method in arithmetic with that of method in reading, noting similarities.
3. Prove that this development is in harmony with Christian education.
4. What does the teaching of the multiplication tables in the old way (tables 1-10) ignore?
5. To what bad habits does too much and too immature abstract written work lead?
6. Is objective material to be considered an end or a means in developing the number concept?
7. What advantage is there in a variety of material for illustration?
8. Show that the method in this chapter illustrates the following principles:—
 - a. From the concrete to the abstract
 - b. From the simple to the complex
 - c. From the whole to its parts
 - d. From the indefinite to the definite
 - e. From the known to the unknown

NOTE.—Teachers will find further reference to the books mentioned in this chapter, a valuable help. See also, "Handbook of Practice for Teachers," by McMurtry. The Macmillan Company.

- b. Employment of activity in
 - (1) Measuring
 - (2) Comparison of values and magnitudes
- 6. Tendency of Modern Teaching
 - a. Regarding first-grade number space
 - b. Regarding connection of arithmetic with other studies
- 7. History of Arithmetic Teaching Valuable
 - a. To give correct point of view
 - b. To show relative importance of subject
 - c. To avoid mistakes of past
- 8. Valuable Summary of Controlling Ideas
 - (Study and enumerate points 1-7)

II. Aim and Scope of Arithmetic

- 1. Aim—to master world quantitatively
 - a. Steps in attainment of aim
 - (1) Familiarity with units (symbols of mathematical language)
 - (2) Memorizing of number facts
 - (3) Development of number concept from objects (physical world)
 - (4) Application of number to physical things
 - (5) Learning to use the "mathematical eye"
 - (6) Finding mathematical phase of every subject
 - b. Points settled by this aim
 - (1) Topics to be omitted and why
 - (2) Kind of mental discipline furnished by arithmetic (limitation of drills,—illustrations of important and unimportant drills)
 - (3) Kind of applied problems needed (illustrations showing value of problems in illuminating other studies)
 - (4) Relation of arithmetic to other studies (note "searchlight," and "leaven" versus mastery of science of number)
 - (5) Character of mental discipline further discussed (mathematical "aptness" versus exhibitions of dexterity and skill)
 - (6) Importance of general culture value of arithmetic

General Questions

- 1. Compare early, later, and modern ideas regarding importance of arithmetic. When was the modern method first begun?
- 2. How has Pestalozzi's valuable work in arithmetic been supplemented by the Herbartian pedagogy?
- 3. What led to a questioning of the

arithmetical standard and "creed" in America, and with what results?

4. What considerations determine what topics should be omitted?

5. What importance do you attach to aim in arithmetic teaching?

6. What changes in your aim and in the scope of your work are suggested by this study?

7. How will these considerations affect the choice of a textbook?

8. What two powerful influences have hindered advancement along these lines?

NOTE.—Teachers are strongly advised to read from Smith's "Teaching of Elementary Mathematics," obtainable in most libraries, on the topics studied. Read the opening paragraph on "Importance of Aim," and the discussion of what topics should be omitted.

OCTOBER

Book: "Special Method in Arithmetic"

CHAPTER 3, pages 30-59.

I. Problems of Method

First problem: How to concrete arithmetic and relate to child's experience.

- 1. By considering use of objective materials
 - a. Value of counting physical objects
 - b. Use of miscellaneous objects with defects in materials
 - c. Use of school activities and correlated work
 - d. Purposes served by formal material.—abacus, cubes, blocks, etc.
 - e. Provision and advantages of ideal measuring units
 - f. Visualizing number pictures
 - g. Bundles of splints to illustrate decimal scale

2. By considering danger in all modes

Second problem: How to determine order of treatment of number facts, and distribution of facts through primary grades.

- 1. By examining Grube method
 - a. History reviewed
 - b. Reasons for popularity with teachers
- 2. By considering objections to Grube
 - a. Misconception of development of number idea
 - (1) By neglecting measurement
 - (2) By exhaustive mastery of each unit before proceeding
 - (3) By rendering work monotonous
 - b. Simultaneous learning of all number relations
 - (1) By ignoring simplicity and place of addition

- (2) By immature use of "times"
- (3) By forcing of ability to abstract and generalize
- (4) By overruling formal analysis
- c. Narrow limit of number space
 - (1) Advantages of wider range
 - (2) Breadth of child's interests

II. Planning Number Work

1. By considering choice of appropriate units of study
 - a. Objects for measurement
 - b. Character of units,—illustrations
2. By considering use and purposes of materials
 - a. From whole to parts with recombination
 - b. To gain and hold attention
 - c. To furnish interesting drill
 - d. To build and take down series
3. By considering results
 - a. Memory quicker and more thoughtful
 - b. Interpretation of whole environment
4. By considering fundamental processes
 - a. Counting
 - (1) With objects
 - (2) Pure counting
 - (3) Crude form of measuring
 - (4) Basis of addition and multiplication tables
 - b. Addition and subtraction
 - (1) Form series from materials
 - (2) Give irregular drills
 - c. Multiplication and division
 - (1) Objections to simultaneous treatment of four processes
 - (2) Proper order of procedure
 - (3) Psychological proof
 - d. Multiplication tables (proper).
Advantages of rational teaching:—
 - (1) Opportunity for review of counting and addition series in "Preparation."
 - (2) Opportunity to introduce ratio idea and simple fractions
 - (3) Opportunity to develop notion of "times" from addends
- Order of tables considered
 - (1) Similarities noted
 - (2) Peculiarities noted
 - (3) Various factors of number considered
 - (4) Most difficult table last
- Steps in teaching tables
 - (1) Addition kept in background for reference
 - (2) Repetitions and regularities noted
 - (3) Identity of products observed
- e. Decimal scale
 - (1) Use of bundles of splints
 - (2) Use of money

III. Nature of Primary Work

Relative importance of oral and written work.

1. Advantages of oral work:—
 - a. To attain speed and accuracy
 - b. To secure attention
2. Method in oral work
 - a. Work to be rapid as a rule
 - b. Time for slow pupils to think
 - c. Problems within children's interests
 - d. Children required to give problems ("number stories")
3. Influence of oral work on written
 - a. Temptation to use too much written resisted
 - b. Textbook introduced later
 - c. Leads to careful accurate abstract written work
 - d. Lubricate mental machinery
4. History of oral arithmetic. Growing importance
5. Written blackboard work
 - a. By children,—advantages
 - b. By teacher,—result to children
6. Analysis and diagrams, use and misuse

General Questions

1. Give the psychological proof that the Grube idea of number development is wrong.
2. Compare the history of method in arithmetic with that of method in reading, noting similarities.
3. Prove that this development is in harmony with Christian education.
4. What does the teaching of the multiplication tables in the old way (tables 1-10) ignore?
5. To what bad habits does too much and too immature abstract written work lead?
6. Is objective material to be considered an end or a means in developing the number concept?
7. What advantage is there in a variety of material for illustration?
8. Show that the method in this chapter illustrates the following principles:—
 - a. From the concrete to the abstract
 - b. From the simple to the complex
 - c. From the whole to its parts
 - d. From the indefinite to the definite
 - e. From the known to the unknown

NOTE.—Teachers will find further reference to the books mentioned in this chapter, a valuable help. See also, "Handbook of Practice for Teachers," by McMurry. The Macmillan Company.

NOVEMBER

Book: "Special Method in Arithmetic"

CHAPTER 4, pages 60-112.

*I. Mastery and Application of
Arithmetical Processes*

1. Application of inductive-deductive method
 - a. By deriving general process from study of individual problems
 - b. By application of process to practical problems
2. Value of kinship and dependence of topics
 - a. By utilizing earlier topics in later work
 - b. By organizing older topics to interpret new work
3. Units of thought, involving
 - a. Number processes
 - b. Practical life problems
4. Illustration of method,—long division
 - a. Rational development—relation to short division
 - b. Explanation of process as verbal memorizing
- c. Discussion of rules, as to
 - (1) Purpose
 - (2) Defects
 - (3) Helpful substitute
- d. Summary of steps in process

*II. Discussion and Illustration of
"The Five Formal Steps"*

1. Setting up of the aim
 - a. At beginning of process
 - b. As each new difficulty is presented
2. Finding the "point of contact," *Preparation* (Step I)
 - a. How taken
 - (1) By questions on past experience
 - (2) By review questions on related topics
 - (3) By relating new to old
 - b. Result if Step I is not taken
 - (1) Subject lacks unity
 - (2) Distaste for subject because not understood, or thought to be entirely new, separate, unrelated
 - (3) Learning made more difficult
 - (4) Failure of pupils to see relationship alone
 - c. Advantages if taken
 - (1) Affords rational and constant "reviews"
 - (2) Makes use of much oral work
 - (3) Leads to thoughtfulness
 - (4) Knowledge becomes related and organized

- d. Time,—When taken
 - (1) When assigning new lesson
 - (2) Longer—when introducing new topic
3. Teaching the lesson,—*Presentation* (Step II)
 - a. Nature of first work
 - (1) Oral
 - (2) Simple
 - (3) Concrete
 - b. Mastery of more difficult work by
 - (1) Gathering of data by pupils
 - (2) Illustrative board work by teacher
 - (3) Independent seat work by pupils
 - (4) Use of "step form" solution
 - (5) Explanation versus formal or "set" analysis
 - (6) Order and system in board work
 - (7) Accuracy in oral language
 - (8) Truthfulness in written expressions

NOTE.—Tell what is wrong in each illustration on page 92, and make correction.

4. *Comparison* (Step III)
 - a. Of simple problems, noting similarities and differences
 - b. By pupils rather than by teacher
5. Formulation of rule,—*Generalization* (Step IV)
 - a. First in pupil's own words
 - b. Later in words of book if more concise
 - c. Observe proper place and meaning of rule
6. Solving of practical problems,—*Application* (Step V)
 - a. Important changes in problems
 - (1) Removal of difficult, complicated problems
 - (2) Introduction of correlated problems,—illustration
 - (a) Sources
 - (b) Value to both subjects
 - b. Value and use of textbook
 - (1) Need of knowledge of author's plan
 - (2) Defects recognized
 - (a) Lack of oral problems
 - (b) Lack of concrete illustrations
 - (c) Poor grading
 - (3) Improvements noted
 - (a) Obsolete topics omitted
 - (b) Difficult problems avoided when not practical
 - (c) Austrian method of subtraction
 - (d) Division of decimals simplified
 - (e) Use of equation when helpful
 - (f) Compound numbers abbreviated and simplified

- (g) Common fraction less emphasized, since giving place to decimal

General Questions

1. What evils are apt to result from formal memorizing of rules or analyses?
2. Show that the "pupil's aim" might not be identical with the "teacher's aim." Which would be broader?
3. Show that the step "Preparation" is based upon the doctrine of "apperception."
4. How would the reviews suggested in Step I compare with the old plan of mere repetition when the subject or term is finished?
5. Why is *related* knowledge of more value than unrelated facts?
6. How may the teaching of arithmetic have a moral value?
7. State the importance of care in selecting a textbook.

DECEMBER

Book: "Special Method in Arithmetic"

CHAPTER 5, pages 113-147.

Grammar Grades, Seven and Eight

I. Character of Work; Applied Problems

1. Need at this point
2. Correlated problems desirable
 - a. To interpret other subjects mathematically
 - b. To gain practical knowledge of subject
 - c. To gain stimulus or *aim* from interest in other studies
 - d. To make school work more unified
3. Comparison with book problems formerly used, as to
 - a. Difficulty
 - b. Age of pupils in class
 - c. Time available
 - d. Course of study
 - e. Conclusion

II. Sources of Weakness

1. Carelessness and inaccuracy
To be overcome by
 - a. Vigorous oral work
 - (1) Covering fundamental operations
 - (2) Simplifying fractions
 - (3) Saving time in factoring
 - (4) Suited to proper purpose in grammar grades
2. Lack of self-reliant power to grapple with difficulties
To be overcome by

- a. Avoiding extremes in giving help
 - (1) "Helping into helpfulness"
 - (2) "Weeding out process"
- b. Avoiding harshness,—a hindrance to sensitive pupils
- c. Remembering ideal,—to develop *pupil's thought* sympathetically
- d. Grasping nature of difficulty,—not mathematical, but logical
- e. Observing proper steps in securing result
 - (1) Careful reading of problem
 - (2) Noting what is *known*
 - (3) Stating what is required
 - (4) Grasping relation of known to unknown
 - (5) Using diagrams and simple oral problems for illustrations
 - (6) Stating what operation is necessary
 - (7) Actual computation
- f. Recognizing that thinking is more difficult than figuring
- g. Giving proportionate time to first
- h. Putting premium on *real* thought shown in original solutions
- i. Selecting work (correlated) that will stimulate thought

III. Importance and Nature of Reviews

1. Value in grammar grades
2. Topics needing review
3. Reviews most valuable
 - (*Special*) a. In preparatory step of new subject
 - (*General*) b. At beginning of each year
4. Purpose of each
 - a. To refresh mind on related topics
 - b. To "oil machinery" that may be "rusty"
5. Result of these reviews
 - a. To better grasp difficulties of new subject
 - b. To strengthen and deepen grasp of principles underlying processes

IV. Dealing With Class

1. Setting up a class standard
 - a. General or individual
 - b. Result in first case
 - c. How best avoided
2. Making assignments
 - a. Of home work
 - (1) Results if too heavy
 - (2) Danger from help at home
 - (3) Advantages of better way
 - b. Of seat work
 - (1) See that pupils are in possession of facts and conditions
 - (2) Solve similar problem on board, if difficult

V. Regulations

These should be classified and reviewed, as they constitute a valuable summary of chapters 3, 4, and 5.

General Questions

1. Do pupils receive as valuable mental discipline from the modern correlated problems as they did from the more difficult textbook problems? Give reason for answer.

2. Do you not think the tendency to require easier problems will develop less will power on the part of the students? Why not?

3. Why have so many pupils under the old régime hated arithmetic? Give several reasons.

4. Why was Pestalozzi especially commended by his board for his instruction in arithmetic?

5. Give psychological reason why pupils are hindered in learning by harshness.

6. Why are "set reviews" so often stultifying?

7. Show that the "step form" of solution aids in developing the power to reason.

8. Of what advantage would a statement be of what the problem gives and of what is required? Why should such a statement precede the solution?

9. Could canvassing, tithing, statistical reports, reports of missionary operations, etc., be profitably used to supplement the material from which data for problems may be drawn?

10. Should pupils be promoted who have not met the same standard required of others?

Illustrative Lessons

The Number Seven

This lesson is a very full illustration of how each number in the second-grade number space may be treated. It illustrates the rational method of presentation discussed on pages 51-53 in contrast to the Grube method.

Note how the series (page 149) is built up and illustrated. Note the progressive development from simple, easy concepts to the more difficult and complex ones.

Note how the first ideas of multiplication and division may be made the last step in the development without attempting to teach them exhaustively.

The Table of 2's and 4's

This outline contains helpful suggestions on the order of the tables, referred

to in pages 53-55, under third- or possibly fourth-grade work. Note the steps in the development. Try this logical presentation, rather than the old-style memorization drill.

The Decimal Scale

This lesson contains material for the simpler work in this subject belonging in grade three, and for the more complete treatment of U. S. money in grade four. See pages 55, 56.

The Foot Rule

The first three steps in this lesson could be used in the correlated number work of the primary grades. Steps 4 and 5 belong more properly in the work of the intermediate grades, where these tables are more fully studied.

The Decimal Fraction

(INTERMEDIATE GRADES)

Note the several advantages in the use of the decimal fraction. Do not attempt to present these all at once unless in a review of the subject in the grammar grades. Take time for the ideas to grow, so that the pupils themselves reach the conclusions.

Speak of the increasing use and importance of the decimal fraction. If thoroughly understood and well mastered, it will be a valuable aid in the later work in percentage.

Percentage

(GRAMMAR GRADES)

Note the plan of identifying percentage with the common or decimal fraction, "an old friend in a new dress," or another name for an old friend. This will rob the subject of half its difficulties, and will make use of the principle of apperception in your teaching; this is valuable as an introduction to the new and as a review of the old.

Note that the table of aliquot parts is to be memorized by use instead of being mechanically memorized as a whole.

Note also that the simplest type of percentage problem—finding a certain per cent of a number—is to be developed and illustrated more fully than in the ordinary textbook before going on to the other types. These latter types should be similarly identified with the corresponding problems in common fractions and decimals, and illustrated from correlated work suggested later. They will be found easy in proportion as the first type of percentage problem was well taught and fully understood.

Note the absence of formulas from

this treatment; this does not imply that no *rules* will be used, but rather that they will be *thought out*, and expressed by the pupil before being memorized from the book. The terms base, rate, etc., should not be referred to until some of the "applications" of percentage have been studied, when they appear as helpful generalizations.

Pages 170-179 furnish material for percentage problems which is superior from an educational viewpoint, both because it correlates with the other studies and real life and also because it does not give so great prominence to the "commercial spirit." Other helpful problems correlating with our own work may be added or substituted; these may be drawn from canvassing and other lines of missionary effort. The statistical reports contain some data for such problems.

Course of Study

A careful reading of the course of study here given will prove valuable.

The suggestions on the work of the first three grades will probably be found most helpful. In the intermediate grades (4-6) it will doubtless be thought best to cover fewer subjects in each grade, or to combine these differently into "classes." Percentage need not be begun until the grammar grades. This, with mensuration and applied problems, constitutes the advanced work, time being given to a review of all the topics previously studied.

NOTE.—A helpful little manual for the teacher's use has been compiled by the Publishers of Durell's Arithmetics, published by Chas. Merrill & Sons, New York.

FEBRUARY

Book: "All the Children of All the People," by Wm. Hawley Smith¹

General Suggestions

1. Make a genuine *study* of the book. Do not simply *read* it.

2. Have as an aim the ability, (a) to give a good synopsis of the whole book after you have read it; (b) to give a reason for your agreement or disagreement with its teaching.

3. In studying or reading the book observe the following:—

a. Digest each chapter before you read the succeeding one.

b. Question carefully each statement, and be sure that you either believe or do not believe it.

c. Employ good authorities as far as possible in support of your personal belief. This will call for research in other books treating of the topics considered in this one.

d. Remember that it is "not how much, but how well," in reading as in all other work; it is not a question of completing the reading of the book that should most concern the reader but of taking away from the book that which is his very own, that which he not only believes and enjoys, but which makes him the stronger teacher and enables him to enter more fully into the life and development of his pupil.

Chapter One

1. Read carefully the outline of the chapter.

2. Read the chapter through, if possible without interruption.

3. Tell to yourself its contents.

4. Are all children alike to you?

5. Select several children of about the same age with whom you are well acquainted, and make careful written notes of the likenesses and differences in appearance, habits, disposition, native and acquired ability.

6. Give to yourself as sufficient reasons as possible for these likenesses and differences.

7. Make a list of distinctive cases of any persons whom you may know, either young or old, who were "born short."

Chapter Two

1. Read the chapter carefully at one sitting if possible.

2. Make a good synopsis of the chapter—better in writing; it will take only a few minutes if thoughtfully read.

3. Make a list of as many persons as you can whom you personally know who according to the terms of this chapter were "born long."

Chapter Three

1. Read, study, and make a synopsis as of the previous chapters.

2. Why is it natural to value a person by his eccentricities or his "longs" and "shorts"?

3. Why are such values and conclusions wrong?

4. What interesting problem of heredity does Robert Gardenhire suggest?

5. Would its solution offer a possible solution of many of the "long" and "short" problems suggested?

¹Published by The Macmillan Company. Price, \$1.10.

6. Do you consider the illustrations given sufficient for the premise that we are all both "born long and born short on some lines"?

Chapter Four

1. State the proposition which the author seeks to prove in this chapter.

2. Have you believed that "genius is only the appetite for hard work"? If so, what are your reasons for this theory?

3. Might not the failure of the firemen properly to shovel the coal have been the result of lack of proper education rather than that of the "born-and-not-made" principle?

4. What harm may result from teachers' holding the theory that one "can do one thing just as well as he can another if he only tries hard enough and keeps trying long enough"?

5. What should be the line of effort of the teacher regarding the "longs" and "shorts" of each pupil?

Chapter Five

Prepare carefully before attempting answers to the following questions: —

1. What is the value of speculating upon the *modus operandi* of the premises previously assumed?

2. Give the author's idea of the mind.

3. What is the relation of the mind and the body to each other?

4. What is his idea of the relation of the brain and the mind to each other?

5. Through what does the mind act?

6. State the analogy which he draws between the mind and the body, and the musician and the piano.

Chapter Six

1. State the theory advanced as to the functional parts of the brain.

2. What has led to this induction?

3. Why is the word feeble-minded considered a misnomer?

4. What hinders the expression of every one's limitless powers and abilities?

5. What then limits the mind?

6. Do you consider the author's proofs of his position here sufficient?

MARCH

Book: "All the Children of All the People," by Wm. Hawley Smith.

General Suggestions

Review as fully as possible the first six chapters by use of the outline, without reference to the book. When a chapter is completed, all its salient features should be clearly in mind, its arguments

understood, and its truths assimilated and differentiated from any errors it may contain. This can be accomplished only by thoughtful study and review.

Chapter Seven

1. What was Dr. Meyer's theory of the "Subliminal Self"?

2. How does this accord with the author's hypothesis upon which he bases an explanation of the "longs" and "shorts" which he has noted?

3. How does this theory explain the conditions producing genius and idiocy?

4. Edison is reported to have said, "Genius is the faculty of hard work." How does this agree with the author's estimate of Edison himself?

5. Why is a genius a poor teacher?

6. What is defined as the very essence of successful teaching?

Chapter Eight

1. What, in a word, is the author's theory regarding the basic causes of genius, idiocy, and insanity, with their variations?

2. What theory on the causes of crime is offered in this chapter?

3. Mention the illustrations given in proof of this theory.

4. Do those who do these wrongs, sin? Give yourself valid reasons for your opinions.

5. What is to be the attitude of the teacher toward children who seem to have no comprehension of their wrongdoings?

6. Give three reasons why the teacher should study this subject of the effect of the body upon the mind.

Chapter Nine

1. State this "new view of humanity" which our author is suggesting.

2. How are the "shortages" to be overcome by the "longages"?

3. State Lombroso's theories and conclusions.

4. Why is the term "criminal classes" a misnomer?

5. How then are we to account for criminals being in the majority in certain families for generations?

6. How is the case of the boy reported by Dr. Sperry, and also the one recorded in the autobiography of Dr. N. J. Stillman, to be accounted for?

Chapter Ten

1. What solution is offered regarding Dr. Stillman's remarkable case?

2. What is the force of Colonel Parker's "protest" to the theory of the author?

3. What conclusion is the teacher forced to take regarding the physical conditions and development of his pupils?

4. Have you ever personally observed "shortages" caused by physical defects, and what have you been able to do for such?

5. What common error is pointed out in what may be accomplished for idiotic children sent to an institution, and what, in the terms of the author, is idiocy?

6. What is the best that can be done for such?

Chapters Eleven and Twelve

1. What is there about the author's theories that naturally caused him to enter upon the road of doubt and despair?

2. How do the words, "God made the heavens and the earth," offer a way of escape?

3. Why is this theory not fatalism?

4. What, according to his view, is man's great work, and what his relation to his fellow men in the procession of life?

5. Do you regard the element of evolution which he introduces right or wrong, and why?

6. What to your mind is the relation of the grace of Christ to this whole problem?

7. Make a brief review of the points made and the ground so far covered in this book.

8. What foundation for future work has been constructed?

APRIL

Book: "All the Children of All the People," by Wm. Hawley Smith.

General Suggestions

We may not agree with all we read in this or any other book. The thoughtful reader — the student — who, in his reading, comes upon statements of fact or principle with which he does not agree, does not pass them with slight thought, but looks well to the foundations of his opinions regarding the controverted point, and seeks to give to himself a clearly defined and substantial reason for his difference of view from that of the author of his book. In seeking this solid ground of belief, this fair-minded reader may chance upon a road which leads to an agreement with his author; and if so, he abandons his former position.

To the end of having the book do the most good, let these suggestions formerly made be recalled: —

1. Digest each chapter before reading the succeeding one.

2. Question each conclusion drawn, and

be sure that you either believe or do not believe it.

3. Employ good authority in support of your belief in any point in which you differ from the author. This will call for research.

4. Determine to take from the book that which is inspiring and practically helpful and which is your very own.

Chapters 13 to 24 Inclusive

Special suggestions as to reading and study: —

1. Sketch the work of Horace Mann in universalizing education.

2. Recite the various steps which led to the establishment of "Accredited Schools" as recorded in chapter 14.

3. What has been the result of having the schools "accredited," as to, (a) courses of study; (b) size of graduating classes; (c) overage pupils in lower grades?

4. Endeavor to remember statistics answering the following: (a) per cent of children entering public schools and remaining till sixteen years of age; (b) the per cent of possible efficiency of the high schools of the country, those of Illinois, and those of the city of Galesburg, Ill.; (c) the per cent of decline of the comparative number of students preparing for college from the school years of 1889-90 to 1909-10.

5. How does the author in chapter 16 seek the cause and meaning of this unfortunate statistical showing?

6. Show how the principle of "adaptation" may be made to assist in remedying these defects.

7. State "the law of the individual" as given on page 152. Is this a heaven-born law? Give reason for your answer. Search out definite applications of this law from your own experience as student and teacher.

8. Do you agree with the author's idea of educated men? Seek reasons and proofs other than those he offers.

9. What are the chief causes and effects of the prevalent ideas concerning manual labor and the attitude of society toward it?

10. State clearly the illustration of "sympathetic vibration." Seek similar illustrations in nature. Recall, if you can, personal applications of the illustration.

11. Are all studies of equal educative value to each pupil? Why not? Answer in the terms of the author. When, then, is a study of the highest educational value?

12. What is the natural effect of the doctrines advocated by Mr. Smith upon courses of study and upon the uniform diploma? What is the most common test of efficiency required of the claimant for honors, position, or promotion today, and how must this affect the courses of study which we give our children today?

13. Make a list of the changes in plans and methods of school work suggested in chapter 24.

MAY

Book: "All the Children of All the People," by Wm. Hawley Smith

General Suggestions

1. Do not read too rapidly. Mental mastication is as necessary to mental digestion as physical mastication is to physical digestion.

2. Review constantly while reading, so that every new feature in the argument or description shall have its due place in the picture as a whole; but especially review when you take up your book after having laid it aside for a time. A review should give you a new view of the "mental landscape" which your book is endeavoring to develop, in which you see new features not before appreciated. It is by the review that the processes of mental digestion and assimilation are carried on most largely. Thus do the ideas of others become our own.

This outline finishes the study of "All the Children of All the People."

3. After having studiously read the book, and after having assisted and tested yourself by the questions and suggestions offered in this Bulletin, and by other means, take time to write a brief description of the book. In writing give definite shape to your personal idea of the subject treated by the book as a whole. Do not write a synopsis of the book, but a succinct yet clear statement of your convictions of the argument presented. This will show you your knowledge and grasp of what you have read. It will pay well for the time and effort. This is one way of getting that knowledge which you can use.

Chapters 25 to 35 Inclusive

Special suggestions and questions: —

1. Do you agree with the suggestions made in chapter 25 concerning fair methods of examination? How can you use them in your work? How does the author

maintain his contention that present methods are not a fair test of literary ability or mental power?

2. Why is the "all-round man" considered of small use in the work of the present-day world?

3. State the right motive for the teacher as set forth in chapter 27. What is the place of the normal school in the preparation of the teacher for his work?

4. What should be the attitude of parents toward the children's work of life and their education for it? How can it be true that "there is no trade but that he who pursues it may be a hero," and how must this affect the relation of parent and teacher to the child?

5. What are two of the chief faults of the work of institutions established for the treatment and education of defective children? How may this in part be remedied by the school? Where is it now being done, and with what effect?

6. What is the force of the argument presented in chapter 30? How are parent and teacher to avoid tyranny?

7. How is the word manipulation made by our author synonymous with the word growth? Clearly state how he relates his doctrine of manipulation to, (a) books; (b) new possibilities in education; (c) his theory of "long" and "short."

8. Enumerate in writing the points of Mr. Smith's argument in his chapter on "Reading and Literature" with which you can agree, and also those with which you disagree, and state reasons for your opinions.

9. Note six distinct suggestions as to methods made in chapter 33. Wherein have you failed to use these principles in your teaching?

10. State at least five features presented in the chapter on "Morals and Religion" in the public schools which argue strongly the need for denominational schools. From the viewpoint of a public-school teacher, what would be your verdict upon the conclusion which our author seeks to establish in this chapter?

11. Name four definite ways in which the reasonings in the "Common Sense of It All" apply to the maintenance of the church school, and four which easily apply to the development of the doctrine of the education of "all the children of all the members of the church."

OUTLINE AND NOTEBOOK

TEACHERS' READING COURSE

(Fourth Year)

1915 - 1916



PUBLISHED FOR
DEPARTMENT OF EDUCATION
of the
GENERAL CONFERENCE OF SEVENTH DAY ADVENTISTS
by the
REVIEW AND HERALD PUBLISHING ASSOCIATION
7 TAKOMA PARK, WASHINGTON, D. C.

Prescribed Reading

"The Teacher," by Milner October-December
"Health Work in the Schools," by Hoag and Terman January-April
Christian Educator September-June

Directions for Work

1. The book reading is planned to cover seven months, the magazine ten months, as shown above. The book work for each month is outlined by chapters and questions. In the magazine you should read all the editorial and normal departments and such other matter as you have time for. On the blank pages the teacher is to write brief, definite, and complete answers to the questions, numbering the answers to correspond to chapter and question.

2. The teacher will get the best results by reading through carefully the month's assignment, not less than one complete chapter at a sitting, and marking points of special interest; then review at least a chapter at a time, and write answers to the questions. Use ink in writing.

3. The work should be kept up to schedule, as it is expected that the superintendent will inspect your notebook when he visits your school. Besides, this is the only way to get the benefit of the plan to omit the opening and closing months of the school year in the reading schedule.

4. When the reading and notebook work for the year are completed, your notebook is to be forwarded to the union secretary for examination, and will serve as the basis for his issuing your reading course certificate.

Teachers' Reading Course

OUTLINE AND NOTES

October

Reading: "The Teacher," chapters 1-6; *Christian Educator*, September and October.

Book Preface

1. State the aim of the book.
2. Upon what does the success or failure of an educational effort depend?

CHAPTER I

Why Does One Teach?

1. What was your purpose in entering the profession of teaching?
2. What is more valuable in a schoolroom than book learning?
3. What two important axioms on interest are stated?
4. What is your opinion of a teacher who regards his work a sinecure?
5. What is required of the one who really enters the profession?

CHAPTER II

The First Day

1. What are some of the difficulties facing the first day?
2. Why is personal appearance very important?
3. What five decided statements are made about the care of a teacher's clothes?
4. Give five important statements about the voice.
5. At the close of each day, what may be profitably done by the teacher?

CHAPTER III

Life Outside of School

1. State your view of the results of a wide vision of life.
2. What do you consider a wise use of the life outside of the schoolroom?
3. What is true of the world's best workers?
4. What is the teacher's plain duty in relation to the parents?
5. State your view of the "reading for recreation."
6. Give two important deductions regarding exercise, and two about good air.

CHAPTER IV

Relation to Pupils

1. Describe your view of the natural teacher.
2. Define proper dignity of a true teacher.
3. What is the most effective way of teaching courtesy in the schoolroom?
4. What is the ideal relation of teacher to pupil?

CHAPTER V

Relation to Associates

1. What attitude should be taken toward new and former officials?
2. What is the teacher's relation to the general administration?

CHAPTER VI**Relation to Parents**

1. What should be the aim along this line?
2. State the value of personal interview. Mention two of your personal experiences in such interviews.
3. Suggest ways of bringing school and parents together.

"Christian Educator"

1. What features of the magazine for September and October did you find most helpful?
2. What needed help did you not find?

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Teachers' Reading Course

OUTLINE AND NOTES

November

Reading: "The Teacher," chapters 7-12; *Christian Educator*, November.

CHAPTER VII

Personality and Poise

1. How does this all-powerful, right personality measure up with college degrees and special work in pedagogy, as they meet in the schoolroom? Why?
2. What was the secret of success in the incident given under "Dominance of Right Personality"?
3. State differences between strong and weak personalities.
4. What is the ultimate value of right personality?
5. Name qualities developed in pupils by right personalities.
6. Give an illustration of the influence of a teacher on your life.

CHAPTER VIII

Tact

1. Why are kindness and sympathy foundation principles of tact?
2. What makes it difficult for teachers to look at conditions from pupils' viewpoint?
3. What will the tactful teacher seek to find when strained relations exist between him and the pupils?
4. State your view of the incident cited under "Value of Mistakes."
5. What is the relation of tact to the guiding of the will? To honesty? To policy?

CHAPTER IX

Discipline: A General View

1. Why must a good teacher be a good disciplinarian?
2. What is the relation of obedience to discipline?
3. Compare self-confidence and egotism.
4. What is the secret of the school that apparently runs automatically?
5. State your view of self-examination when facing unsatisfactory results.

CHAPTER X

Discipline Specifically Considered

1. What are your convictions on the purpose and severity of punishment?
2. Why is the unexpected punishment preferable?
3. What is the effect of much talking on discipline?
4. What was the Great Teacher's attitude toward the offender?
5. Why pass over the slight irregularities of the schoolroom?
6. Why should a teacher be an optimist?
7. Show the weakness in announcing rules with penalties.
8. Name methods you have been employing in discipline that you consider strong, and methods that now seem to you to be weak.

OUTLINE AND NOTEBOOK**CHAPTER XI****The Spirit of the Recitation**

1. Give some of the important changes that have taken place in the form and ideas of recitation.
2. Why is a wide background of knowledge necessary in the classroom?
3. What points should be emphasized in a recitation?
4. State your idea of a rounded recitation.
5. How can you reach the whole class when but one is reciting?

CHAPTER XII**Some Technicalities of the Recitation**

1. How will the power of the master teacher be shown in the organization of the school?
2. What have you to say about the method of calling on pupils for recitation?
3. What ideas impress you about assigning lessons and opening the way for effective study?

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Teachers' Reading Course

OUTLINE AND NOTES

December

Reading: "The Teacher," chapters 13-18; *Christian Educator*, December.

CHAPTER XIII

Examinations

1. What are some of the reasons in favor of examinations?
2. State the principle underlying the failure in the instance related under "Excusing From Examinations."
3. When questions come from a central office, what responsibility rests upon the teacher?
4. What is the test of a good question?
5. What is your standard of good form in written examinations?

CHAPTER XIV

Integrity

1. What is meant by the "double standard"?
2. How may the wrong standard in class recitation be changed?
3. What is necessary in the "honor system" when applied to youth?
4. What characters are best to set before *our* youth as heroes?
5. What good use can *we* make of the "natural impulse toward organization" in *our* schools?

CHAPTER XV

School Waste

1. What relation did the college sustain to the educational system in the early days?
2. What favorable symptoms pointing to a change are seen?
3. What help do you get from the topic of "economy of time"?
4. What remedy would you suggest that might help the "leaving school early"?

CHAPTER XVI

How the Schools Are Eliminating Waste

1. What change in the curriculum has relieved the mental and physical strain on the pupils?
2. State the weakness in the present manual training system.
3. What use can *we* make of the "school as social centers"?
4. State benefits of the movement of the schools to assume physical responsibility for children.

CHAPTER XVII

Special Schools

1. Why do we have special schools?
2. In what way does eliminating the subnormal student affect the normal?
3. Point out benefits of the work done for the feeble-minded.

Teachers' Reading Course

OUTLINE AND NOTES

February

Reading: "Health Work in the Schools," chapters 5-8; *Christian Educator*, February.

CHAPTER V

The Health Grading of School Children by Teachers

1. Make a list of the things relating to school health work which the teacher could do if properly trained. What phases should he not attempt?
2. Make a health survey of your school with the use of the outline on pages 68-75, and compare the results as far as possible with the Minnesota findings given in table 1, page 87, and table 2, opposite page 108.
3. What can the teacher do to enlist the interest of parents and persuade them to cooperate in improving the health of the children? Compare the effectiveness of officious insistence with that of persuasive and sympathetic urging. How can parents' meetings be utilized in this work?

CHAPTER VI

A Demonstration Clinic for Instruction in the Observation of Defects

1. How do you test eye defects?
2. Describe two methods of testing the hearing.
3. How may the adenoid child usually be recognized?
4. What are some of the indications of malnutrition?
5. When is a child regarded feeble-minded?
6. What are the Binet tests, and of what use are they?
7. What problems are offered with the exceptionally bright child?

CHAPTER VII

The School Medical Clinic

1. Note the special value of preventive work in caring for the teeth?
2. In the absence of a school dentist what can the teacher do to aid pupils with defective teeth?
3. What do you think of the probable future of school dentistry? What are the arguments for and against?

CHAPTER VIII

School Dentistry

1. Speak briefly of development of school dentistry in Europe and America.
2. Why should dental clinics be free?
3. What suggestions are given for prevention of dental decay?

"Christian Educator"

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OUTLINE AND NOTEBOOK

CHAPTER XVIII

A Balance Sheet

1. Why take a critical backward glance over the year's work?
2. Why the enthusiasm of pupil and teacher after the long vacation?
3. What are some of the things that tend to retard this enthusiasm as the days pass?
4. What is the value of ideals in the year's work?
5. Suggest a remedy for the discouragement in reaching these ideals.
6. In our work to what may we look for the credit side?

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Teachers' Reading Course

OUTLINE AND NOTES

March

Reading: "Health Work in the Schools," chapters 9-13; *Christian Educator*, March.

CHAPTER IX

Transmissible Diseases

1. How can the school be used to control transmissible diseases?
2. State the newer ideas in regard to the manner in which diseases are transmitted.
3. Exactly what is meant by carriers? How are they discovered and identified?
4. List the transmissible diseases that are especially prevalent in children of school age. Note for each disease the age at which it is most common. Do children often have tuberculosis?

CHAPTER X

Transmissible Diseases (Continued)

1. Why is measles a serious disease? What are the early symptoms? Why is disinfection being abandoned?
2. Discuss scarlet fever.
3. Discuss diphtheria as to mode of infection, early symptoms, complications, etc.
4. Distinguish between whooping cough and ordinary cold. What serious complications often arise therefrom? What is the method of control?
5. Why is smallpox so little feared?

CHAPTER XI

Transmissible Diseases (Concluded)

1. What are some of the pretubercular symptoms among school children? What are the means of prevention open to the school?
2. Discuss the hookworm disease.
3. Name three contagious eye diseases. How prevented?
4. Name four common contagious diseases of the skin. How treated?
5. State why a child apparently coming down with a cold should be kept out of school.

CHAPTER XII

Open-Air Schools

1. What good things can be said about the open-air schools?
2. State arguments for and against making all schools over into open-air schools.
3. What precautions are necessary to safeguard the health of pupils in open-air schools?

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3. What precautions are necessary to safeguard the health of pupils in open-air schools?

CHAPTER XIII

School Housekeeping

1. What kinds of dust are injurious? Why?
2. State at least three ways to prevent dust in the schoolroom.
3. Which sex make better janitors? Why?

"Christian Educator"

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OUTLINE AND NOTES

April

Reading: "Health Work in the Schools," chapters 14-18; *Christian Educator*, April.

CHAPTER XIV

The Teaching of Hygiene: The First Six Grades

1. What is the real purpose of hygienic teaching? How does this purpose determine the method to be employed?
2. What do you think of the personal hygiene inspection by teacher and pupil?
3. Why is book instruction in hygiene ineffective?

CHAPTER XV

The Teaching of Hygiene: Seventh and Eighth Grades

1. Is there real danger of focusing the pupil's attention too much on disease in the teaching of hygiene? How avoided?
2. Have your pupils make as many sanitary surveys, described on pages 241-250, as possible, and utilize the results as a basis for at least a part of school instruction in hygiene. Which one aroused the most interest and did the most good?
3. What are the strong points and the shortcomings of the hygiene textbooks used in the common school?

CHAPTER XVI

The Teaching of Hygiene: Education With Reference to Sex

1. Examine the twelve propositions stated on pages 256-258, and note on how many of them you could vote affirmatively.
2. What are the special aspects of the sex problem?

CHAPTER XVII

The Teacher's Health

1. Why are teachers particularly subject to tuberculosis? Is this necessary?
2. Discuss the teacher as a neurasthenic.
3. Make at least six health suggestions whereby the teacher may keep or preserve his health.
4. Discuss the hygiene of character. How may the teacher escape the dangers of premature mental decay?
5. How much of the responsibility for the teacher's falling health is chargeable to the normal school?

CHAPTER XVIII

What the World Is Doing for the Health of School Children

1. What countries have been especially progressive along health lines for school children?
2. What special features are emphasized by each country?
3. In what particulars are the American schools the strongest?
4. Can you suggest a feasible system of health supervision for our denominational schools in this country?

"Christian Educator"

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2. What needed ~~help~~ did you not find?

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Reading for Next Year

Do you have any special choice of reading to suggest for next year?

If so, please make note of it here, giving name, author, date, and publisher of book. Also give a little idea of how the subject is treated.

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THE NEW YORK
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NATURE MONTH BY MONTH

FOR PARENTS AND TEACHERS

FIRST PUBLISHED AS A SERIAL IN THE HOME EDUCATION
DEPARTMENT OF THE MAGAZINE CHRISTIAN
EDUCATOR. VOLUME SIX



PUBLISHED FOR
DEPARTMENT OF EDUCATION
OF THE
GENERAL CONFERENCE OF SEVENTH-DAY ADVENTISTS
BY THE
REVIEW AND HERALD PUB. ASSN.,
TAKOMA PARK, WASHINGTON, D. C.

1916

Department Publications



Christian Educator Magazine (monthly—10 Nos.) \$1.00 a year
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ORDER THROUGH YOUR TRACT SOCIETY

Nature Month by Month

BY MRS. C. C. LEWIS

September

No one can tell another arbitrarily what to do; each must work with the material found in her own locality. Let the season, the age of your child, the time you have at your command, direct you. Have a plan, and follow it systematically. Get the facts from books and from observation. Your work will be wooden and lifeless if you try to follow dictation in a mechanical manner. Be natural, animated, and original, and the children will have a happy, profitable time. You will be surprised to see how much work you will accomplish when once you get the children started to entertain themselves.

First Week

This is a good month in which to study leaves. Go with the children for a walk. Look for parallel-veined leaves — the grass, the lily, the flag, and the corn. Gather specimens of each, and mount them as shown in the diagram. Study the corn. Are the leaves arranged alternately or opposite? Is the margin entire or saw-toothed? Draw and color the leaves you have gathered.

Draw the cornstalk, and color appropriately. What is the office of the yellow dust (pollen) on the top of the corn? We have the father and mother corn in one home. We call the tassel the father; the part with the red or yellow dress is the mother. The pollen falls on every little silken thread, and drops down on the ear or nest, and

the baby grains of corn begin to grow. Soon we have roasting ears. Notice how the roots of the corn send out rootlets for food and water.

Make a sewing card of the lily leaf.



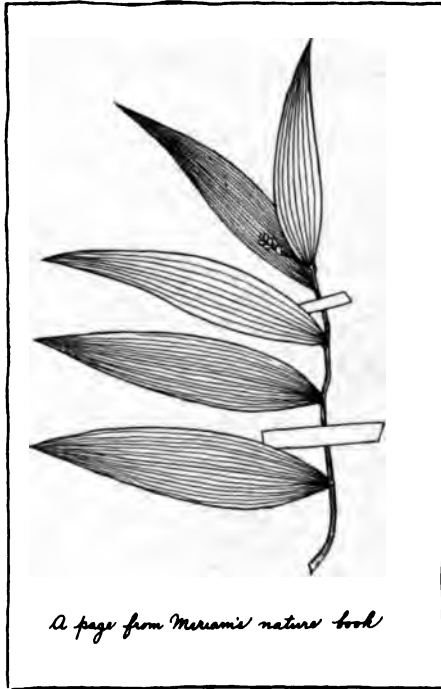
Second Week

Continue leaf study. Get an oak leaf, then see how many other leaves you can find like it. Take a rose and see how many others you can find like it. Is the nasturtium like either of these? How does it differ? Are there any other leaves like it in your woods? Make a collection, mount, and color as before. The simple leaf makes a nice sewing card also.

Third Week

Seeds.— Winter is coming, so mother nature is preparing the

seed for next year. Every herb and plant must reproduce after its kind. Let the children gather seeds of different flowers. Talk of how some seeds are carried by the wind, and some by the birds. The farmer takes care of his melons, squashes, and potatoes, that he may have seed for next year.



Draw and color apples, squashes, cucumbers, blue plums, red plums, etc.

Fourth Week

Review.— Notice how much mother nature has done in preparing for winter. What leaves are putting on their bright colors? What seeds are ripe? Is the wheat threshed in your country? Is any corn gathered?

What spiritual lesson may we learn from nature in the fall? Is it not like the sleep of death, which wakes us in the springtime of the resurrection to a new life?

I received a neat booklet a few weeks ago, from a dear little girl five years old. Her name and age were plainly written by herself on the cover. The book contained specimens of leaves neatly pressed and mounted. The book was simply common paper neatly folded in the shape of a book and tied with pink zephyr. No doubt it afforded her many happy hours of profitable occupation. I wish some other little girls would make a nature study book.

October

Jack Frost in October

"JACK FROST went frisking through the woods,

One crisp October night,
He painted all the maple leaves
With gold and crimson bright;

"He touched the mosses and the ferns,
And turned them sere and brown,
And then he split the chestnut burs,
And made the nuts come down."

First Week

Memorize the rhyme above, and look for illustrations of the work of Jack Frost. Look for the nuts

in your neighborhood. Name different kinds, tell where they grow, how they are used. Draw different nuts. What little animal frisks up and down the trees these autumn days gathering nuts for winter? What lessons do we learn from the squirrel? Who taught it thus to provide for winter? Are we as obedient as it is? Can you find a picture of a squirrel?

Make a calendar for October, using cardboard or heavy paper of

any convenient size, say 3 x 6 or 4 x 8 inches. Draw vertical and horizontal lines one-half inch from the margin, making small squares in which to place the letters to represent the days of the week. Write the letters for Sabbath with red ink. Teach the names of the days, and their abbreviations, how many there are in the month, and if there are any birthdays for the family make note of them. Decorate the margin of the calendar by drawing the outlines of autumn leaves and coloring them appropriately. Or draw a spray of golden-rod across the corner and color it.

If there is a birthday, plan a surprise for the hero of that day. A walk in the woods, a ride to the park, a treat of some kind should be provided. Let the mother have a secret with the children if it is father's birthday that is to be celebrated, or if it is the mother's, then the father must help arrange



matters. It need not be elaborate or expensive, only loving, and surrounded with a great deal of secrecy. Needlebooks, penwipers and blotters are simple gifts that children can, with a little assistance, make for the parent or for one another.

Second Week

Review the lesson about the squirrel and the nuts. Speak of other seeds — squash seeds, watermelon seeds, apple seeds, etc.



Draw apples, melons, and pumpkins, and color them.

Teach this verse about the acorn: —

"The acorn from the oak tree falls,
And lies upon the ground,
Beneath the dead leaves and the snow,
Till springtime comes around;
Then down it sends a little root,
And up it sends a stalk,
And makes a tree for you to see
When you go out to walk."

Draw and color seeds.

Tim's Grace

WHEN baby Tim, who's very small,
Says grace for me, and nurse, and Paul,
He asks the Lord to make us all
"Ter-looly fankful."

And if we laugh till we are red,
Nurse strokes his sandy-colored head,
And loves him more because he said
"Ter-looly fankful."

For when he's older, nursie says,
And grown from all his pretty ways,
She'll often miss his funny phrase,
"Ter-looly fankful."

— *The Child-Study Monthly.*

A sewing lesson for a rainy day can be used in making little sacks in which to put the seeds to save for spring planting.

Third Week

What are the farmers doing this week? — Gathering corn, apples, and pumpkins. Take the children for a walk, and look for grasses for winter bouquets. Gather goldenrod, asters, and milkweed pods. Talk about the animals that live in cold countries, the coats they wear, the food they eat, and their houses.

Illustrate the story of the squirrel. Cut out trees and color them brown. Draw squirrels, and stick them to the trunks of trees.

The Trees

"With the coming of autumn
The trees go to sleep,
And close in bud cradles
Their baby leaves keep:

"But when spring approaches
They quickly awake,
And out of the cradles
Their pretty leaves shake."

Write a list of words, such as *squirrel, eat, run, nut, fast, tree, winter*, and let the child tell you a story, using these words. Let him write stories; as, "The squirrel can run fast."

Let the child spend much time out of doors while the sunny days last. He can play he is a squirrel, and with wood for nuts, fill the wood box. Other games of a similar character can be thought out.

Fourth Week

This is the month when the owls hoo, hoo. Find a picture of one.

Talk about it: What does it eat? When does it sleep? When does it go forth to find food? etc. How does it differ from most other birds?

Tell the story of a pumpkin from the seed until it is ready to eat in a pie. If convenient, let the child make a little pie when you are baking. Make a list of words beginning with p, then use some of them in oral and written stories. Every one knows how to make jack-o'-lanterns from pumpkins. Give the children a jolly evening in this way. Tell them the story of Halloween. You

will find a definition in the dictionary. It is better to teach the truth about these foolish traditions than to let the children grow up to imitate the popular notions.

Review the work of the month, and see how much you have learned about the interesting things that are happening in this beautiful season of the year.

Who sends the frost to color the woods with brilliant hues? Who teaches the birds to fly away to a warm country, the bees to gather honey for winter, and the squirrels to put away their winter store? Memorize: —

"It was God who taught them all their way
And gave their little skill;
He teaches children when they pray
To do his holy will."



"A MOTHER — is a mother still,
The holiest thing alive."



November

First Week

"OH!" said the little cloud, "it is getting cold. I'm afraid I'll freeze." Then the north wind blew the little clouds together so that instead of falling in sparkling raindrops, they tumbled down to the earth beautiful, fleecy flakes of snow.

This is a good time to study James Russell Lowell's poem "The First Snow Fall." Here is the first stanza:—

"The snow had begun in the gloaming,
And, busily, all the night
Had been heaping field and highway
With a silence deep and white."

Some of the children can memorize the whole, others only part.

Why does the poet say, "The stiff rails softened to swan's down"? What time of day is the "gloaming"?

Study the meaning of the hard words, and explain the figures of speech. It is worth while to create a taste for beautiful poetry. Read parts of "Snow-Bound." The older children will greatly enjoy parts of "Hiawatha." Longfellow's description of the winter, when "thick was the fur of the foxes," will be full of interest. The work on these different poems will furnish work enough of this kind for two weeks.

Second Week

Study with a small magnifying glass the snow crystals, and adapt the study to the age of your children. Where does the rain come from? What are snow, hail, and icicles?

Of what use is the snow? Let the children make a sewing card of different forms of snow crystals.

Fill a small bottle with water and place it out of doors.

What has happened to the water? What did that do to the bottle? Why?

What is the matter with the kitchen window this morning? Willie says he cannot see through it. Esther says she can see better through the parlor window. Why the difference?

The woods are bare and brown, and we are glad to have the pretty snowflakes cover their bare branches. In some parts of the country the birds have nearly all gone. Why have they gone away? Why do the flowers die?

"Except a corn of wheat fall into the ground and die, it abideth alone," said Jesus. Tell the children how the seed lies in the ground all winter, and how in the spring it bursts the brown coat, sends forth its branches, and soon there are many blossoms where there was only one.

Tell the story of how Jesus cast himself into the furrow of the world's need, that there might be many beautiful lives instead of one only.

Third Week

Tell the story of the Pilgrim Fathers. Why they left England. The king was cruel, and would not let the people worship God as they thought best. Why they went to Holland. There they were treated better, but they needed more room, and they decided to sail across the

Atlantic to the new country discovered by Columbus.

The story of the Pilgrims, their loyalty to God and his service, is good for our children. Many pleasant hours can be spent in studying the experiences of these people. Let the children personate different characters, and different rooms or parts of the room represent England, Holland, the Atlantic Ocean, and America. Let father, mother, brothers, sisters, and a few friends, if desired, participate. The boys will enjoy playing Indian. A pointer will serve the Englishmen for guns, and two little girls, with big white kerchiefs around their shoulders and books for Bibles, will look quite like Pilgrims.

One morning they found a new baby in the company, and on looking around for a name, they decided to call him Oceanus, because he was born on the ocean.

When they reach the shores of New England, a box might represent Plymouth Rock. As the Englishmen step on shore, the Indian comes to greet the newcomers. He tells them how to plant corn, and hunt the deer.

Indian says: "Come with me into the woods. I will show you how to make a whistle from a stick. When you blow on it, it sounds like the fawn calling. Then the old deer will come, and you can get it."

Fourth Week

Tell of some of the hardships of that first year. The famine, the sickness, then finally the spring comes, and the few that are left go forth to the fields to plant the crops.

Play you have fields of golden corn and yellow pumpkins. The children can draw pumpkins and color or sew them. Cut berries and grapes from catalogues, and nuts and such other fruits as are suitable. They can make Thanksgiving booklets for children less fortunate than themselves. Pictures of birds, deer, or Indians would be appropriate for such a book.

We cannot help wondering just what they had to eat over two hundred years ago: —

"Beans, pumpkins, rye, and Indian corn
They raised where they had cleared the
ground;

Berries and grapes and many herbs,
In fields and forests wild they found."

"The Indians taught them how to roast
Shellfish and crabs on heated stones.
To bake their beans in earthen pots,
With fire of sticks and blazing cones."

"November is here.
The weather is drear,
But gay seem all things that are living:
For every one knows
That, hard as he blows,
He's certain to bring us Thanksgiving."

Children in this peaceful land
have greater reasons than ever to
be thankful to God for protection,
home, and friends.

December

THIS is the month of all the months of the year when every one has a kindly feeling for every one else. It seems to be in the atmosphere. The story of God's best Gift to mankind has unconsciously impressed the hearts of men of every clime, and led them to beat with tenderness and love for one another. "And a little child shall lead them," is just as true today as it will be in the future. For the sake of little children, vigorous efforts will be put forth this month to bring joy and happiness to other hearts.

We are told, "Our holidays should not be ignored." We cannot do too much in a simple, wholesome way to cultivate the spirit of comradeship between parents and children, and between the brothers and sisters in the family. All too soon the sweet home ties will be broken, and everything we can do to strengthen these ties is time well spent.

First Week

It is difficult to say definitely what to do each month, because vegetation and climate vary greatly in different countries, and even in different sections of the same country. The important thing to keep in mind is to be observing. Teach the children to use their eyes; and when they find things they do not understand, tell them to come to you, and if you do not know you will try to find out the answer to their question. There are two great advantages in this custom: it brings in a mutual feeling of comradeship be-

tween parent and child, and it encourages the child to see that although his father and mother do not know everything, they have sufficient respect for his questions to try to find an answer to them.

Every one will be busy this month, for there is so much to do to make gifts for one another, and for the sick and the poor. We must save all the money we can for the Christmas offering, so we must make most of our gifts. It is more refined and dainty to fashion a gift for a friend with one's own hands than to buy something ready-made. Children get more happiness, and more benefit, too, from making their gifts. Decide this week what you will make, and the supplies you will need. A box of water color paints, tissue paper, bright-colored stiff paper, crape paper, etc., pop corn, tinsel cord, nuts, and even straws and the shells of acorns, can be used for decorating. If you are near a printing office or bindery, you can get beautiful scraps from the trimming machine, to make chains for decorating rooms or the Christmas tree.

Some people object to fostering the Christmas spirit because the festival is of pagan origin. Even if the festival is pagan, the *spirit* of giving, and of doing for others, is heaven-born, and should be cultivated not only in December, but in every other month of the year. It is right to tell the children the truth about Christmas and Santa Claus; but let them get all the pleasure and wholesome satisfaction possible out of both.

Second Week

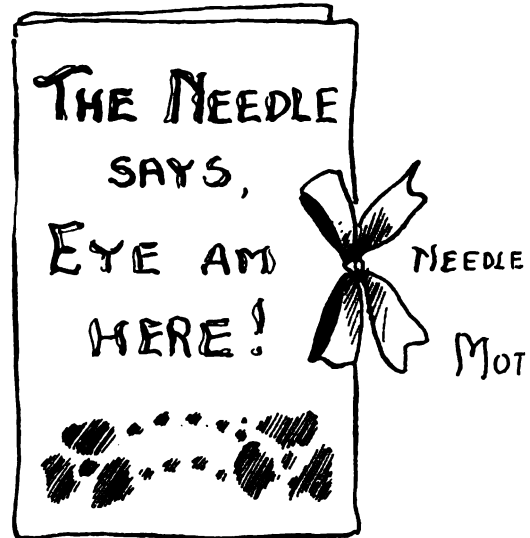
A list of things to be made: penwipers, needlebooks, scissors cases, wall pockets, holders, pin-cushions, hairpin holders, tie holders, and blotters. These can all be made by little hands. Older children can embroider, crochet, and do light work in wood. If you can get some empty cigar boxes, they will be fine material for the boys to work on. They can make salt boxes, match boxes, and various other useful receptacles. The accompanying design is taken from "Primary Plans."

The vegetation for study this month is rather scarce. There are two varieties of plants, however, that are always associated with the holidays. I refer to holly and mistletoe. The holly is especially effective in decorating, and you can find some other pretty shrub, with red berries, perhaps, that will serve every purpose.

Third Week

Let us study the winter birds. I wish the boys and girls who are following these nature studies would study the birds in their neighborhood, and would write to the Home department of *Christian Educator*, telling us where they live and the birds they have as neighbors. To help you in your study, you should send to the Secretary of Agriculture, Washington, D. C., for Bulletin No. 513, which was prepared under the direction of Henry W. Henshaw, for the boys and girls of our country. Perhaps it would be best for you to get these copies of the *Geographical Magazine*: June, 1913; March, 1914; and May, 1914. The June,

1913, number has fifty common birds with fifty colored pictures of the birds. It is interesting and instructive. One family could secure one copy, and another family another copy. "Encouraging Birds Around the Home" is the title of a splendid article in the March, 1914, number. Sixty-four



pictures of "common birds in town and country" are found in the May number of 1914. Any one of these magazines would be a nice Christmas present for a boy or girl. The address is National Geographical Society, Hubbard Memorial Hall, Washington, D. C. Price, 25 cents a copy.

In the meantime keep a sharp lookout for the birds, and listen for their calls until you can recognize them. Scatter some crumbs on the sunny side of the house, and see how gladly they will partake of your bounty. Notice what birds you now have, and also what ones that were with you a few months ago are now gone.

Parents may fill the minds of

their children with profitable themes of study by just a little attention and planning. Every farmer and gardener should be interested in bird study if for no other reason than personal and financial reasons. The *Geographical Magazine* for June, 1913, contains these statements: "A tree swallow's stomach was found to contain forty entire chinch bugs, and fragments of many others, besides other species of insects." "A bank swallow in Texas devoured sixty-eight cotton boll weevils, one of the worst insect pests that ever invaded the United States."

Fourth Week

This is the time when all our gifts must be finished. I hope

every aged person, the sick, and the poor, have all been remembered; for we know it is more blessed to give than to receive.

One of the interesting descriptions to read this week is Washington Irving's account of Christmas in old England. While we might not care to follow all the English customs, their love of home and family ties is wholesome and charming.

And, do not forget to —

"Hang up the baby's stocking —
Be sure you don't forget;
The dear little dimpled darling —
She ne'er saw Christmas yet.

"But I've told her all about it,
And she opened her big blue eyes;
I'm sure she understood it —
She looked so funny and wise."

January

THIS is the time of year when we make new resolutions. Here is a little rhyme to help the boys and girls who are watching this department: —

Resolutions for the New Year

"I'll not be late a day at school,
I will not break a single rule;
My desk I'll keep all clean and neat,
I will not move about my feet;
I'll learn my lessons every one,
And will not whisper e'en for fun."

The holidays are over, the visits to grandmas and aunties are now only pleasant memories. We must gather ourselves together, and go to work in earnest to make up for the time spent in play.

The leaves are all gone, the flowers are asleep, and the birds have flown away to the Southland. We must find other subjects to study this month. In an old copy of "Primary Plans" I

find the following suggestions for studying Eskimo life: —

First Week

"Tell the story of Eskimo life, and let the children make an Eskimo village on a low, broad shelf or table. Show them how to make rounded igloos of stiff white paper, and cover with cotton batting. Spread the cotton also over the shelf or table in irregular surfaces to resemble snow banks. Sprinkle coarse salt over the whole. At one side of the shelf lay a piece of window glass with a sheet of blue paper placed beneath (for ice).

"Have the children cut dogs and make sleds. Let them cut Eskimos, and paste cotton on them for fur clothes; cut polar bears and seals.

"To make an Eskimo scene, cover half a sheet of drawing paper with chalk for snow. On this paste cuttings (made from black, light brown, or gray paper) of Eskimos, dogs, and sleds. Or use gray drawing paper. Chalk half of it, and mount on it white cuttings of igloos and Eskimos cut from white wadding.

"Write the words Eskimo, igloo, seal, bear, swim, north, cold, ice, snow, sleds, and dogs, on the board. Require the children to write short sentences containing these words.

"Use blank paper cut into four- or six-inch squares, and have the children fold and *tear out* snowflake designs. Have them see if they can *tear* an igloo, a bear, a seal, or an Eskimo. Let them mount the designs thus torn.

"Have the children cut free-hand and color a set of dishes. Insist on good-sized cuttings."

The same plan could be worked out with any nationality, noting if any missionaries have visited the people yet. We have done nothing to give the Eskimos the message of a soon-coming Saviour.

Second Week

It is a profitable theme to study the trades with the children. The carpenter — what he does, and the tools he uses. From a catalogue let them find hammers, saws, planes, chisels, etc.

The mason — what he does, and the tools and materials he uses, as sand, stone, cement, mortar, hair, and other material.

How many trades are represented in building a house? — The *carpenter*, the mason, the lather,

the plasterer, the painter, the paper hanger, etc.

Larger boys and girls might be interested in studying different woods. Some boys have collected a number of specimens of wood, having them all cut in a cross section of the stick, thus showing the grain of the timber.

Third Week

The tailor — what he does, his tools and materials. It is very interesting to a child to know something about the history of cloth. Take a piece of flannel. Tell about the sheep. Show pictures of them, or have the children see them if possible. Tell how the sheep gives up its coat to make warm clothes for us. So we can give of our means, to help those about us. Follow the wool to the dyer, to the weaver, then to the merchant, and to the tailor.

Fourth Week

Take a piece of silk and trace its history from the silkworm to the spinner, the weaver, etc. Get some silkworms if convenient.

Treat a piece of cotton in the same way. You may easily get some natural cotton with the seed in it. Write to some one in the South, and have a little bunch sent to you in the mail.

These subjects are excellent to enlarge the children's horizon of life, and give them a sympathy with different classes of workers. They see how all the world is tied together by common needs and activities, and new interest awakens.

Whatever the child does, he should be taught neatness, order, and accuracy. This little rhyme may help: —

"Once I went to Careless Town —
It is a dreadful place;
You cannot find a single thing
That's in its proper place.

The children break their dolls and toys,
Their clothing soil and tear;
I hope the scholars in this room
Will never journey there."

February

THE winter days will probably keep you and the little folk indoors most of the time, whether with wind or rain or snow. But, anyway, try to have at least one good "tramp" during the week. Perhaps this will come on Sabbath, when the father can take the children out, or, better still, when as a family you can enjoy God's out of doors.

A Useful Game

A very interesting game to be played on such a walk is called "Sharp Eyes," in which father or mother carries a notebook and jots down in a separate column the observations of each child. Not even a moss-covered stone or a shivering bird is considered too insignificant to be chronicled in the list. As the party reaches home there will be intense interest to add up the different columns of observations. The child who has the greatest number of incidents recorded to his credit is the winner. To him may be given some little surprise, treat, or special privilege as a reward. Possibly, if he can write, he may be given the honor of carrying the notebook on the next tour. The interest in Sharp Eyes will probably be increased if you do not play the game every time you go out. Make it a once-a-week treat, and let the pleasure grow with the days.

If you have no bulbs started in

your home, start some now. It is late; but if started now, they will be blooming nicely in six weeks. Any one of the narcissus family you will find gives satisfactory blossoms, and is not difficult to grow. If planted in soil instead of forced in water, the plant is hardier, and the flowers are more beautiful; but, of course, longer time is required for maturity. Perhaps you are too far from a florist to obtain the bulbs and directions for growing them. If so, almost any good seed company can supply you by mail. If even this is out of the question, try one of the following: Place a sweet potato, or better, a carrot, root end down, in a bottle of water, leaving the top an inch or so out of the bottle. With a string about its neck, the bottle becomes a hanging basket; and if hung in a warm, sunny place, should soon give you a bit of green. Such a dish on my school-room desk kept us all interested for a long time one winter. At another time we had great fun with a common bath sponge, whose holes we filled with millet seed. We placed the sponge in a porridge bowl kept half full of water. After a while the green began to appear. But you must watch your own to know how fascinating the "ball" grew to be.

Any of these suggestions may be carried out in a variety of ways, but however we do it, whatever

our facilities, let us keep growing things and the love of growing things in our homes. They require so little attention, and give in return increased capacity to *see* what goes on in the world about us; and as we see, to *enjoy*; and best of all, to *love* the kind Father and every evidence of his care.

A Family Journal

There is another suggestion which you may find helpful, especially to occupy the winter evenings. It is what I call the "Family Yearbook," and may be simply some sheets of heavy brown wrapping paper, held together by a cord or ribbon; or it may be a discarded blank book. Let the child who has attained the dignity of scribe write or print on the outside of the book or on a label pasted on the outside the name of the book, which may be,—

"The Yearbook of the Jones Family"

At the top of each page write the day of the week and the date. Under that, the baby may color with crayon a circle drawn by one of the older children to indicate the weather. Thus, the first entry may be: Monday, Feb. 1, 1915, followed by a circle colored gold, to indicate sunshine; or gray, to indicate rain; or black, to say there is a storm; or simply left white to remind us of the snow.

Let each child have the privilege of making an entry—the thing which has impressed him most during the day. Perhaps it will be only that John helped father sort the apples in the cellar, or that the rainfall for that day was two inches (measured in a pan he set

out and protected from thirsty animals). Later on, Bessie may paste in, by means of tiny strips of paper, the feather she has found, to show the first robin is here. Some one may press and mount a leaf of a hardy plant he has found braving the winter, or the first violet or arbutus he scraped away the leaves on a sunny bank to find. As the children gain skill in observation, every wee talent will find expression. When spring comes on, the various stages of the gardening will have to be recorded. A bird record will be added; perhaps the small artist will want to draw the bird he discovers, and color it appropriately. The result may be grotesque, and livid in hue; but it will be the artist's own, and will be—to his eye—an accurate picture of his bird. Do not forget the family days—the birthday anniversaries and little holidays.

Such a "family journal" will cultivate observation and interest in the everyday happenings of the home; it will prove a language, writing, or drawing lesson; it will teach accuracy and system; for, if a day's record is forgotten, of course its page must be left blank; and what is worth more than all, I believe it will help to foster a feeling for the family as a unit, and a pride in its doings.

Special Days in February

Let us not forget the special days of this month. What is St. Valentine's Day? Who was St. Valentine? Look up these questions. Take a basket of apples or potatoes to some poor family, as the children's valentine. Happy the child who cuts, colors, and pastes until

he completes a valentine; and more than happy is his mother or grandmother if she receives such a precious treasure, with "To my Valentine" printed in topsy-turvy letters across its envelope.

The birthdays of George Washington and Abraham Lincoln afford great opportunities for lessons in courage, honesty, loyalty to duty, and other of the sterner virtues, of which our day makes too little. Do not be satisfied with merely the hatchet story for the one great man, and the rail-splitting experience for the other. Find some other stories — several of them; and have them read or told to one another until the names of these great men stand for something in each child's mind. Every child is at heart a hero worshiper; and in your hands — for a while at least — lies the power to choose his heroes. In your wise choice or failure to make a choice may rest his ideals for the future.

Family Reading

Do not let the winter evenings slip away without, as a family, reading some book together. Now

is the time to create a love for the beautiful pieces of literature with which our language is crowded. Follow Christian through "Pilgrim's Progress," or David Livingstone through his heroic life in Africa. In the realm of poetry, Whittier's "Snow-Bound" is fitting for this time of year. Part of this may not mean much to the smaller children, but they will see in the snow-covered hitching post the "old man" that Whittier saw on the winter morning of which he wrote. Even if they understand but little, they will learn to love the rhythm, and will develop an appreciation that will grow with the years.

Lesson of the Seasons

Throughout the winter days, keep the lesson of the changing seasons before the children's minds. The woods are bleak and the fields are bare now,—this is the work of sin. But the spring will come back, and the birds, and grass, and flowers; and the earth will live anew. So also Jesus will come back to our earth, bringing light, and beauty, and immortality.

March

O, SUCH a commotion under the ground
When March called, "Ho, there! ho!"
Such spreading of rootlets far and wide,
Such whispering to and fro!

And, "Are you ready?" the Snowdrop
asked;

"'Tis time to start, you know."

"Almost, my dear," the Scilla replied;

"I'll follow as soon as you go."

Then, "Ha! ha! ha!" a chorus came

Of laughter soft and low

From the millions of flowers under the
ground —

Yes — millions — beginning to grow.

— "*Evolution of Expression.*"

YOU can probably count on just one thing about the March weather,—that is, uncertainty. The smell of the spring is in the air, and the feeling of spring; but the little folk cannot yet spend a great deal of time out of doors, so your ingenuity must be active to keep them happy and busy indoors. In most places it is too early to put seeds into the ground, but this is a splendid time to study

the germination of seeds in the house. Here are a few experiments which are simple and interesting, and from which you can teach the effects of heat, moisture, and fresh air upon plants and people. These experiments are merely suggestive; they may be varied to suit conditions.

First Week

EXPERIMENT 1.—*Relation of temperature to germination.* Into each of four jelly glasses pack soft wet paper to the depth of nearly an inch. Put in each glass the same number of soaked peas. Cover closely, and stand the glasses in places where they will be exposed to different but fairly constant temperatures. Take pains to keep the glasses in warm places from drying out. If you have a thermometer, the experiment can be made more exact by observing and recording the temperatures of the various places. Make a record of the number of seeds sprouted in each of the different glasses, in 24 hours, in 48 hours, in 96 hours.

From this experiment you can teach the value of sunshine to growing bodies. Show the children a potato or other vegetable sprouted and growing in the cellar. Ask why it is so white and sickly looking. Show them how the house plants enjoy the sun, seeming to reach out toward it. Then go a step farther and draw their attention to the Sun of Righteousness. Why is Christ so called?

EXPERIMENT 2.—*Relation of water to germination.* In several glasses or cups arrange beans, peas, or corn as follows:—

In the first put blotting paper that is barely moist; on this place some dry seeds.

In the second put blotting paper that has been barely moistened; on this put seeds that have been soaked for twenty-four hours.

In the third put water enough to soak the paper thoroughly; use soaked seeds.

In the fourth put water enough to half cover seeds.

Place the glasses where they will have the same temperature, and watch the time of germination under the different degrees of dampness.

This lesson on water may be made as long or complicated as you like. Study water as to its many uses—as a means of cleansing the body, as a medicinal agency, as a power of industry. Do you remember the old lady's panacea for all ills?—"Drink water and don't worry." To drink a glass of fresh cold water before breakfast as regularly as they wash their face is a good habit for children to form,—and for older people, too. Most of us drink far too little water.

Little children can be taught to enjoy the tepid sponge bath or hard rub over the face, neck, shoulders, arms, chest, and back. In a warm room, and in tepid water, this is not too vigorous for even rather frail children. It invigorates the body, stimulates circulation, and makes the system less susceptible to attacks of cold, besides being almost a sure cure for "the dumps." I well remember how proud two little girls were when they were taught to tie their little nighties about their waists (by the sleeves) and rub themselves briskly with their hands. To wipe the back by drawing a Turkish towel back and forth over the right shoulder and under the left arm, then changing to the left shoulder and under the right arm, was considered quite a feat, because that was "the way mamma did."

EXPERIMENT 3.—*Relation of air to germination.* Place some soaked seeds on damp blotting paper in the bottom of a bottle, using seeds enough to fill it three-

quarters full, and close tightly with a rubber stopper.

Place a few other seeds of the same kind in a second bottle; cover loosely.

Place the bottles side by side, so that they will have the same conditions of light and heat. Watch for results.

I wish all children might become little "fresh-air fiends;" if they were, there would be less complaint of "colds," and of more serious ailments, too. So many people have colds in the spring, not because they are more out of doors and "catch cold" from the fresh air, but because they have had so little fresh air during the winter that their bodies cannot bear being out when the spring comes.

Almost every one knows a few simple breathing exercises, which, if made a game, children would enjoy and derive much benefit from. "The Dumb Whistle" was a cane, which an old Scotchman gave his little granddaughter to "blow" with her lips pressed tightly against its end as she marched about like a little soldier. The game gave the girl a splendid pair of lungs, and better breath control than most of us can boast.

Second Week

The second week may be given to the study of *sap*. If you live in a maple grove district, this will be delightful. If a child has the privilege of tapping a few trees, collecting the sap, and boiling down his own sirup on the kitchen stove, he will be as happy as a king. If there are no maple trees near by, you have still other trees from which to draw lessons. This is the time for making the wonderful willow whistle. Explain why the whistle is best made

when the sap is flowing. What is the work of the sap? Compare it to the circulation of our bodies. Put the end of a stalk of begonia or other succulent plant into red ink, and watch the progress of the fluid up the stem.

This lesson may be lengthened by studying the sap of other trees.

Third Week

In many places the time for *bud* study must be taken up even before the third week of March. The buds of fruit trees are best adapted to simple study, being large and of early maturity. Technical, botanical knowledge is not essential in leading in this study. Point out the difference between leaf buds and blossom buds. Which comes first on the peach trees? on apple? Open different buds, layer by layer, identifying the different parts. Teach the Father-love of God in wrapping the seed so closely away from the cold. Ask questions to lead the children to see what opens the buds. Why can we not hurry the process by tearing away the outer coverings? What lessons in life can we teach from this? A simple magnifying glass or microscope will greatly help in this study; you will need it even more in blossom study.

Encourage the children to bring in to you a specimen of each of the different leaf buds they find. Help them to classify the buds as to position on the stem, as to rapidity of development, and as to structure.

Fourth Week

If you live on the farm, this month will be full of *wonder* for

the children. There is so much work to be begun, and the out of doors is so alluring after the wintertime of being shut in!

The "bird record book" must be carried about every day now. In most parts of our country there are many more song birds than we know. If one will make note of the peculiarities of each bird he sees,—color, note, and movements,—he will find that he has been calling different birds by the same name. One of the best bird guides or manuals I have seen is published by Charles W. Reed, Worcester, Mass. It gives one page to each bird, including colored picture of male and female,

call and song, description of nest, eggs, and nesting places.

In the hurry of the spring duties let us not forget to see heavenly lessons in the earthly happenings. A study of the word *wind* from the Bible will be an interesting one. For another Sabbath afternoon,—perhaps a rainy afternoon,—let the children help look up some of the references containing the word *rain*.

As the warm days begin to come back to us, let us be sure to open our hearts to the Sun of Righteousness, that his warmth of love may cause to spring up in our lives seeds of truth that will bear the fruits of righteousness.

April

First Week

SEVERAL years ago, while visiting an experiment station of a State university in the Middle West, I saw a student apparently "watering" a square of lawn with kerosene. In answer to our inquiries he told us that this was one of the thirty experiments the agricultural department was conducting in its effort to exterminate the dandelion. So far, none had been successful. In some lawns this little plant has become such a pest that the only way of ridding ourselves of the nuisance is to recognize it as having come to stay, and cultivate it as we can, letting the grass go in its favor.

Most of us are as yet unwilling to do this; and the dandelion continues to be a bugbear, except as its tender leaves become a favorite spring green for the dinner

table. At any rate, there is much we do not know of the dandelion. Why does it persist in coming up again and again, when you have repeatedly cut off its head? Do you know what sort of root it has? How does the root grow? Somebody followed the root of a dandelion once and found it to have extended several feet straight into the earth.

Were you ever in a State of our Union where the dandelion was not? Do you know that it grows from Maine to Texas, and on west to California? What is there about the dandelion seed that accounts for this wide growth? When you blow the feathery seed ball, what happens? Follow one "feather" and see what happens to the bearded, pointed end of the seed.

Why do we call this unpreten-

tious, sturdy little cosmopolitan a "dandelion"? Is he particularly a "dandy," or lion-like? Look at the edges of a leaf. Of what do they make you think? They reminded some old botanist of lion's teeth, and so he called the plant (in Latin) *dens leonis*; it has gradually been changed, through the French, to dandelion.

The dandelion's family is the largest in the world, having about nine thousand relatives. The family name is Compositæ. Like most families, this one must claim some aristocratic members, and some beggars. What is the royal flower of Scotland? of Germany? of Japan? Each of these is a composite or asterwort—a cousin to the dandelion. Among the middle class, "dandy" must claim as cousins the asters, marigolds, goldenrods, dahlias, the little English daisies, and even the great sunflowers. Among the beggar class are the beggar-ticks, the ragweed, cocklebur, and bitterweed. You are glad to know that this unfortunate branch of the family may be almost forgotten in the fact that there are many useful members, such as salsify, lettuce, and artichoke.

Now, what are the common family traits that bind all these together as relatives? They are four: "First, all have compound flowers; second, the flower head is surrounded by a set of green leaflets; third, there are as many stamens as divisions in the corolla; fourth, the stamens are united into one by their anthers, or heads."

Of the nine thousand plants, there are six hundred species

growing in the United States. Now when we begin grubbing at the dandelions in the front yard, perhaps it will keep us more interested when we think of their royal relatives.

Second Week

When I was a little girl and went with my mother every few years on a visit to grandma's, I used to think it great fun to be allowed to be one to swing a big green willow branch over the long table to keep the flies away from the goodies spread for the family dinner. Beyond this continuous disturbing of them that they might not light on the food, no one seemed to worry greatly about the flies. But in recent years, the house fly and stable fly have been "showing up" their despicable tricks until the slogan, "Swat the fly!" has come to be a common one. This is as it should be. When they have been found responsible for such dread diseases as typhoid fever, summer complaint, and infantile paralysis, we would be criminally careless if we did not most rigorously "swat the fly." Perhaps we used to laugh at the supersensitiveness of the little girl who became sick at sight of a fly on the food at the table; but it would take a man of strong constitution, having asked that fly where he had spent the morning and whether he wiped his feet before coming in to the dining room table, to go calmly on with his meal.

In her labors in conducting the Children's Bureau of the Government Agricultural Department, Miss Julia C. Lathrop says their

first work in "baby-saving service" is to insist upon the screening of the baby's bed, at least. It is surprising how many houses of the modest type are unscreened or only partly screened. Many of us who have our houses screened, are slow in getting the screens on in the spring.

In April and early May the few strong flies who have lived on, dormant, during the winter, begin depositing their eggs, a single fly laying several hundred. These hatch, pass through the grub or larva stage, then the mummy-like pupa stage, and then make up the immense swarms of the early summer.

It is not a comfortable thought that flies are hatched in filth and thrive in dirt. So the sight of flies about our houses should send us scuttling about sinks, toilets, refuse cans, sheds, and stables to be sure that at least the premises are as clean as we can possibly make them. This means much less work and "bother" than to stand over a fever patient, and possibly to see a life slip through our negligent fingers.

Sometimes children are little brutes to flies, pulling off their wings or legs to see them flounder about. Nobody likes flies, and we must enlist the children in our fight against them; but they must be made to see that even nations at war are in honor bound to be humane to captives of war.

One way to help a child out of this brutalizing play, is to study the fly with a small microscope, or magnifying glass. Have you seen a fly seem to "let down his bill" into a drop of sirup or other

fluid? What is he doing? How many legs has he? How many does he use in a step? What is there about his actions that reminds you of a cat? How can the fly walk on the smooth ceiling? Looking casually at the fly, you seem to see two large round eyes, but did you know that each of these is made up of several thousand tiny eyes? There are many other things you can learn of the fly by looking at him through the microscope. While we are interested in these peculiarities, we do not forget he is still an enemy. We can now the more intelligently "swat the fly."

Lastly, has it occurred to you that flies are like habits? The easiest way to rid ourselves of the immense swarms of summer is to destroy the few spring flies. In the same way we can much more easily throttle a bad habit than to fight down all the wicked thoughts and actions that spring from it.

Third Week

The warm spring days have come, and all nature is a hum with new life. The father is getting the fields ready for the seed. It is time to make garden, and the children can and should assist in making the ground ready for the flower garden and the kitchen garden. They should also be given a spot, be it ever so small, that they can call their own. If the child has helped to make beds, and mark out rows with stick or string in the big garden, he will better know how to prepare the soil for his own. Teach him that as the fertilizer makes the soil richer so that it will produce a more perfect crop, so he may enrich the

soil of his heart by reading good books and doing kindly deeds. Teach him, too, that seeds are like our thoughts. If we plant peas, we get peas; if corn, we get corn; but if we sow thistle seed, we shall get thistles. It is so with our thoughts. If a child has cross or unkind thoughts toward his playmates, he will be apt to be cross and unkind in actions. The Bible says that as a man "thinketh in his heart, so is he." "Keep thy heart with all diligence; for out of it are the issues of life."

Show the child the importance of making straight rows. As he sows his seed so it will grow, and if the rows are crooked so they will remain.

As the plants grow, show the child that although only plants, they are perfect in each stage of development. So he may be a Christian now, doing cheerfully the tasks assigned him, and living a life acceptable to God.

Do not forget the lesson of the weeds. If weeds are allowed to grow in the garden, they absorb the food and moisture belonging to the plant, and it withers and dies.

Remember the flower garden. All children, especially girls, want flowers. Let them have a few that they can pick and give away as they desire. It is painful to see a child passionately fond of flowers and yet not allowed to pick one. Give them something like phlox, verbenas, or petunias, that grow easily and bloom freely. Teach the children to care for them properly, and then let them enjoy them as they please. Lay out the beds sufficiently narrow

to make it easy for the short arms to reach across.

Fourth Week

The long Sabbath afternoons are usually quite trying for both parents and children. Now that the warm spring days have come, and all nature is pulsating with life, there is excellent opportunity to instruct the children, and bind them in loyal companionship to their parents. Here is how one mother did, as told by Carolyn Sherwin Bailey, in the *World's Crisis*. She says:—

An observation of the habits of birds and domestic animals in the woods and fields may teach children how dependent they are upon the work of these, their dumb brothers, while the observation may be done in game guise, sharpening children's wits and lending greater interest to the walk.

What is that golden flicker, tapping away on the apple tree, doing for a child? — He is saving the life of the apple tree. If he did not consume large quantities of the grubs which infest the bark of the tree, there might be no crop of crimson apples, and perhaps no tree, even, with its wealth of leafy shade and its wide branches just made for swings.

What does the friendly cow which the children pass in a neighboring pasture, do for society? — She contributes many of the necessities of life. Without her, children would be deprived of the stout walking shoes which made possible the delightful walk on Sunday. She gives them life in her milk. She merits their unbounded gratitude.

What does Dobbin, the old farm horse, do for a child? — He represents patient, uncomplaining service. He draws food supplies from the depot. He assists in the work of harvesting grains, fruits, and vegetables. He gives pleasure as well as the necessities of life.

In no way can children be so beautifully taught the wonder of life as when out of doors. There is a nest in the apple tree where a week before the children caught glimpses of the mother bird nestling down on her little blue eggs. Today the nest is full of warm bird life as the young robins struggle in an effort to use their wings and reach the blue sky.

sky. Today the row of willows by the brook is draped in a shimmering, wind-blown curtain of green where a fortnight ago there were only dry sticks of branches and bare twigs. Today the gray earth has bloomed with hundreds of gold snowdrops and snowy white blossoms where a few days ago there was bare, dead ground and no life, apparently. Who performed the miracle? Who brought living, pulsating life from an egg, a dry brown stick, a patch of dead loam? When children are led to see with their own eyes the resurrection facts which are told as the earth is born anew each spring, they will learn the truths of the new birth of the spirit and will appreciate life more fully.

Wonderful opportunities are

here suggested of teaching our dependence on the Heavenly Father, who cares not only for his children, but for every living creature. In Ps. 50: 11 the Lord says, "I know all the fowls of the mountains: and the wild beasts of the field are mine."

The suggestions in the foregoing extract can be carried all through the weeks to come, teaching the children to be observing, and leading them to associate the Creator with all life.

May

First Week

I SINCERELY hope that with all the new-fangled incubators and brooders, the old-fashioned "missionary hen" will not go out of fashion. Possibly, if she must go, the "missionary incubator" might take her place. At any rate, the child who has a missionary investment is a happy child. All through the summer days he watches his investment,—it may be a chicken, a flock of chickens, a bit of garden, a row of berry plants, a duck, or a pair of canary birds. In some neighborhoods a row of sweet peas or nasturtiums, or a bed of some other sweet, old-fashioned flower, of easy cultivation, may prove valuable. Hardly a home can fail to find something for the children's missionary investment.

I have been thinking specially of the missionary hen because she was once such a pride and joy to me. I was as solicitous of her brood as was she herself, grieved over the "droopy" ones that never could survive, and loyally de-

fended the half dozen which lived to the humiliating period of their first molting. But they grew and developed into respectable chickens. When the time came for selling them, the attachment had become very close; but I sacrificed them, and found real joy in giving, not that which had been *given* me to give, but that which was my own to give. If possible, let the children have a missionary hen and her flock; if this is out of the question, let each child have one chick to feed and care for and raise to be such as one of these.

Second Week

Now the time has come for the real work on the "bird records." Of course you have many different birds recorded by this time. Weeks ago there came the quiet-looking meadow lark, or prairie lark, as he is sometimes called. His exquisitely liquid note has been variously translated into the language of humans; but whatever he seems to say to you, his message is, as always, clear and sweet and courageous in the morn-

ing freshness. Few birds are dearer than the robin, especially in the Northeastern States.

If you care to have the insects and grubs kept away from your home, and if you enjoy the company of the dear feathered folk, do by all means build a bird house. The bluebirds are almost sure to choose it for a home, while the martins are well known as having preference for this sort of dwelling. Look for the wren's nest in some knot hole about the outbuildings. We once found a wren's nest in the pocket of an old coat left hanging in the granary. The swallows you will probably find under the eaves or about the ridge pole of the stable. Birds really pay for increased attention by waging war upon the insect pests that are such a menace to the farmer. The building of bird houses of a kind adapted to birds' needs is an easy way to secure both protection and delight.

Few pleasures were keener to me when I was a little girl than that of "claiming" birds' nests. Every one I found was "mine,"—mine to scatter crumbs about, mine from which to chase the English sparrows and the blue jays, and mine to guard jealously as the gaping bills of the baby birds appeared one by one, at the edge of the nest. I cried myself to sleep one night when I found that the wind and rain had destroyed my mocking birds' nest, and beaten the life out of the fledglings.

Third Week

I used to wonder, when I read the Daniel story, what that deli-

cate, magic food, "pulse," could have been. A diet of pulse for ten days, and as a result the countenance of Daniel was fairer and fatter than any of the other princes! I was really disappointed when I learned that just peas and beans—legumes, as we sometimes say—were pulse. We have so many different kinds of beans and peas developing this time of year, I thought it would be interesting to study the legume family. It is a large family, sixty-five hundred species claiming kin. They all bear the family coat of arms, which consists of two marks,—seeds in pods, or legumes, and leaflets arranged on each side of the leafstalk. The pulse is the largest of the three divisions of the family, and is always known by the shape of the flower, which resembles a butterfly. Have you noticed that pea and bean flowers do look like butterflies? The Latin for butterfly is *papilio*, so the pulse flower is said to be papilionaceous. How many such flowers can you recall? There is the sweet pea, of course, the garden pea, many kinds of beans, the locust and acacia trees. There is one member of this division of the family which does not wear its peas on the vine, but hides them in the ground; so they are called ground peas, or peanuts.

Few seeds are so interesting to study as legumes, because their processes of growth can be observed so easily. They look so funny when they hump up the ground in sending out their first two fat leaves. Do you notice the difference between these leaves and those which come later?

What is the reason for this difference?

Fourth Week

I wonder if most children are taught to observe closely enough to distinguish between the frog and the toad. I have heard children, and grown persons, too, say, "O, there is a toad frog!" Now, really, it could not be both a toad and a frog.

There is something rather droll about the toad. He looks entirely helpless,—no teeth, no claws,—yet he seems entirely sure of his safety. Have you ever seen him attacked by cat or dog? Do you know his weapon? Behind his head are some glands where he carries an offensive though not poisonous fluid.

Now, for the differences between the toad and his cousin, the bullfrog. Mr. Toad is covered with warts, Mr. Bullfrog has smooth skin; he also has teeth on his upper jaw. How many fingers has each in front? behind? Where is the tongue fastened in each? If you are quick enough to see one of these little creatures catch a fly, you will see the reason for this.

Of frogs, the tree frog, the pond frog, and the bullfrog are most familiar. The tree frog is hard to find, because his color is so much like the bark of the tree.

The bullfrog you know quite well. Is it a violoncello he plays, snapping away at the strings in the early summer afternoons?

When stripped of flesh, toads and frogs show a skeleton much

like ours. But they have no ribs. Our ribs help us to fill our lungs with air, enabling us to breathe, but toads and frogs breathe in a different manner. They take a mouthful of air, close the mouth and nostrils, and swallow the air. They breathe also partly through the skin. To stop your mouth and nose would soon smother you; but keeping a frog's mouth and nose open would smother him.

In the water, toads and frogs pass through the wonderful changes from the egg to the complete form. The eggs are laid in a kind of jelly which fastens them to a stick or plant, usually in the water. This is the first form. After about a month, very small tadpoles appear, having apparently only head and tail; outside gills grow (what for?); these gills disappear; hind legs come forth; forelegs appear, at the same time the tail shrinks away; presently the perfect little frog comes. All these changes outside mean changes inside. When the little frogs are ready, they start out with the first warm rain, sometimes hopping a long distance from their nursery. Then, some people who know little of them, say they have rained down.

It is easy and intensely interesting to secure the eggs, or spawn, of the frog and keep in creek water, and watch them develop, passing through the changes I have described. This will not necessitate your handling the frogs, though I know no grounds for the old superstition of warts being a result of handling frogs.



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